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ABSTRACT

This report offers a comprehensive perspective of the operations of the Clearinghouse of Resources for Educators of Adults upon the completion of its fourth contractual year. The mission of CREA is to provide resources and information about resources for use in the professional development of educators of adults. The report reviews the mission, its concomitant goals, and its prioritized objectives as they have developed year to year. Resources have been acquired through contributions by educators of adults, information studies specialists, and other persons worldwide. The dissemination of resources, a major objective, is accomplished through descriptive materials, newsletters, Federal Register Reviews, acquisition lists, a professional development series of publications, conferences, bibliographies, special projects, seminars, resource units, borrow-loan projects, and sales. Of continuing concern are the obtaining and furthering of access to available resources and program evaluation. Brief comments are directed toward personnel and facilities operations. Recommendations include flexibility in goals and priorities, careful modification of operational principles, appropriate targeting of clientele, and continuous evaluation. More than 50 supplements, identified throughout the body of the report, present detailed aspects of the program. (RAA)

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SYRACUSE UNIVERSITY
RESOURCES FOR EDUCATORS OF ADULTS

Clearinghouses of Resources for Educators of Adults

FOUR YEAR REPORT
(October 1975 - June 1979)

by

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Project Director

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February 1980

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CLEARINGHOUSE RESOURCES FOR EDUCATORS OF ADULTS

(CREA)

A. Introduction

Clearinghouse Resources for Educators of Adults (CREA) was established in November 1975 and on June 30, 1979 had completed four contractual years of operation. It seemed appropriate to make a report of the operation especially when a new Director assumed responsibility of July 1, 1979.

The report has been developed so that the reader may have a comprehensive perspective. Supplements are available for the readers who may wish to have further description and/or to refer to the basic statements, reports, and documents. The supplements include proposals, correspondence, reports, and documents. In a few cases selected items that are representative are included.

Whatever the success of CREA has been it has been in final analysis, a result of the creativeness, time, and effort of people. In the discussion of personnel, staff have been recognized for their contributions. The acknowledgment of some other persons is appropriate.

At Syracuse University Dr. Burton Blatt, Dean of the School of Education, has given the support of his office to this project. This commitment is clearly indicated by his involvement with the Project Director and staff in the affairs of the School of Education and particularly the Adult Education Program. The award of academic rank to and the payment of the part of the salary of the Director of CREA is further evidence of support. The continuing support of Dr. Donald Anthony, Director of Libraries, and the advice of Mr. Metrod Milac, Assistant Director, as well as the assistance of many staff members is also acknowledged.

Dr. Mary Reiss, Director of the Division of Continuing Education, was not only receptive to the idea of CREA but gave leadership and active support until she left during the latter part of the four year period. Mr. Garrett Murphy has been appointed as Director of the Division. The monitors and staff who gave critical and positive advice as well as direct assistance and suggestions were: Ms. Lois Matheson, Mr. Robert Poczik, and Mr. Harvey Johnson. These professional educators of adults enabled the idea of CREA to flourish within the regulations and procedures of a government agency.

In addition to his other responsibilities, Mr. Edward Gschwender assisted in both the development and editing of this report.

Finally the flexibility and competency of Mr. Donald Holmwood was, of course, a major factor in the success of CREA. Beyond this expertise, Mr. Holmwood was able to develop and maintain effective relations with the various clientele of CREA.

B. The Context of Clearinghouse Resources For Educators of Adults

(CREA)

1. General Background

Educators of adults constitute a vast and diversified group. Their titles and job descriptions provide a kaleidoscopic pattern of action locales and targeted clientele. Included as educators of adults are: program and other administrators, supervisors, deans, directors, counselors, librarians and other support service personnel, teachers, faculty and students in adult education, research workers, policy makers, legislators and board members of adult education agencies. Their spheres of activity range from comprehensive education programs at the national and international levels to small "one person" programs at the village or local community level. As in many areas, the success or failure of adult and continuing education depends to a substantial degree on the competencies and characteristics of the educators of adults who are providing leadership.

Yet, the educational background and professional experiences of these educators of adults are as varied as the clientele they serve. If placed on a continuum, educators of adults would fall somewhere between no preparation and training to continuing active professional training in adult education--the majority fall on the former end of the continuum.

Adult education concerns the person in adulthood, consciously learning in order to achieve selected goals and function as a self-fulfilling individual in society and environment. The adult is assuming responsibility as a citizen, worker, family person and social being. Such an individual is learning on a part-time or full time basis for a short period of time without legal compulsion to do so. As a field, adult education includes organizations, structures, methods, resources, learning opportunities.

personnel, evaluation and other aspects that facilitate or support learning by adults.

Educators of adults have many roles and titles and accordingly do not always identify with or are identifiable as educators of adults. They are working in a variety of agencies as stated in the Adult Education Act and amendments (1978): public schools, business, labor, unions, libraries, universities, public health authorities, anti-poverty programs, churches, fraternal and volunteer organizations, and representatives of special adult populations. Community education agencies are also included in the priority groups identified as CREA clientele. Community education is an integral part of CREA and community educators are considered as educators of adults.

Readers who wish to have more descriptive background may refer to:

Supplement: (S1) PROFESSIONAL DEVELOPMENT OF EDUCATORS OF ADULTS. MS2. Alexander N. Charters. Publications in Continuing Education, 220 Huntington Hall, Syracuse, NY 13210 USA, 1977. 19 pg. (LC 5219 C45 P72) (CREA #1381) (ED IP).

DESARROLLO PROFESIONAL DE EDUCADORES DE ADULTOS. MS3. Alexander N. Charters. Publications in Continuing Education, 220 Huntington Hall, Syracuse, NY 13210 USA, 1977. 34 pg. (LC 5219 C45 P7218) (CREA #1383) (ED IP).

(S2) INFORMATION RESOURCES FOR EDUCATORS OF ADULTS. Alexander N. Charters. Occasional Paper. International Congress of University Adult Education, P.O. Box 4, Canberra, A.C.T., 2600, Australia, 1979. (LC IP) (CREA IP) (ED IP).

2. New York State Situation

As at the national and international levels, not all educators of adults in New York State have had training as teachers, administrators or practitioners in adult education. There are many persons associated with adult education who are volunteers and part-time teachers, few of them have had more than a cursory experience and training as teachers of adults.

There are those agency personnel who conduct outreach programs for migrants and inhabitants in rural areas who come to the task with great enthusiasm but with little conception as to how to achieve the goal of educating adults. Even those who are trained elementary and secondary teachers who work with adults frequently lack the training to be effective as educators of adults. In addition, individuals who have formal training recognize the need for continued learning to maintain their efficiency in working in the education of adults. Given the demand of many life roles on these groups, there is often little time available for searching or even scanning literature for new materials, trends, new practices or research findings that are applicable to the jobs of educators of adults. Even for those who design their own professional development program there is sometimes great difficulty in linking appropriate resources to their educational goals.

In 1975, this significant and specific need for the provision of resources was formally recognized through the development of a proposal by the Project Director, which was submitted to the Division of Continuing Education of the New York State Education Department. That proposal called for the establishment of a clearinghouse of resources for educators of adults. While it is recognized that the individual and only the individual is responsible for learning, the clearinghouse, as proposed, was designed to provide access to all of the available learning resource opportunities and alternatives so that the educators of adults could select the most appropriate resources, at a time and place most convenient for their own professional development program. The proposal was funded and the Clearinghouse of Resources for the Educators of Adults (CREA) began operation in November 1975.

3. The Need for Professional Development

Just as adult education should be a viable and integral component of life of each individual, likewise adult education should be an integral part of the concept of lifelong learning.

All of the new alternative programs for adults that go under such labels as non-formal, recurrent, innovative, non-traditional, continuing, community, special degrees, open, programmed and experiential are included as adult education, or more broadly as education of adults. These labels often help to draw consideration to particular aspects of the field but they should be considered as but a part of the concept and field of adult education.

It is through the study of the field of adult education or adult learning that educators of adults can develop competencies and characteristics which are needed to become successful in their roles and to enhance the field of adult education.

Because the field of adult education is rapidly developing, changing and evolving, educators of adults can become quickly out-dated unless they give constant attention to continuing professional development. Thus, for all groups of educators of adults, there is a continuing and urgent need for further education at a variety of educational levels.

This need for training of adult education personnel was clearly stated in at least four recommendations (Numbers 26, 29, 30, 32) of the Third International Conference on Adult Education sponsored by UNESCO, held in Tokyo in 1972. (The author was a member of the USA delegation.) The need for adult and continuing education has also been explicitly stated by professional associations, government, business, and many other agencies. In some cases those statements have been linked to re-licensure, promotion, and tenure. Accordingly, continuing education has become crucial in the professional development of educators of adults. Furthermore professional development is necessary for all educators of adults whether they receive financial remuneration or not for their efforts and work. For these and other reasons, educators of adults are continuing to learn, as witnessed by the increasing number of participants in an increasing number of learning opportunities.

Similarly it is important that adult education agencies develop and implement a staff development plan for the personnel of the agency.

Since educators of adults are committed to providing education for a wide range of adults, it seems natural that they should view themselves as adult learners in their own right. This recognition means that educators of adults are themselves learners and should engage in continued learning and professional development following the principles and practices of adult education.

This goal can be achieved through the development of their personal professional development program. The key word in the preceding sentence is personal for as with all learning the learner is the key. It is the learners who, in the final analysis, set their individual objectives and goals, act to fulfill them, and then to evaluate their own learning. Educators of adults, therefore, should formulate individual programs for professional development. They must then build bridges or linkages with resources to achieve their learning objectives. A goal of adult education is, therefore, to enhance the effectiveness and efficiency of educators of adults, through the provision of alternative learning opportunities which will enhance the capabilities of educators of adults. An essential activity in this process is to provide appropriate resources to support the learning opportunities and for the continuing education and professional development of educators when and where needed.

4. Scope of CREA

CREA is a federally funded project under section 309 (in 1979 changed to 310) of the Adult Education Act as amended in 1978. CREA is sponsored by the Division of Continuing Education of the New York State Department of Education and was established in 1975.

The mission of CREA is to provide resources and information about resources for use in the professional development of educators of adults. Through its activities and services, CREA provides easy access to a variety of resources specifically selected or developed for the achievement of this goal. CREA is designed to be a comprehensive resource center for all New York State residents involved in the education of adults.

In its initial stages the focus of CREA was on educators of adults who were working in special projects such as English as a Second Language, and Adult Basic Education. Since then, the scope and focus of CREA activities has expanded, but always in accordance with the guidelines set for 309/310 projects. The priorities have been selected by the Project and Program Directors and staff of the Division of Continuing Education of the State Education Department. The scope, and priorities of CREA, have of course also been influenced by the funding available from the State Education Department.

In addition, while educators of adults require many and varied competencies, the concern of CREA is with their professional development. Specifically, attention is focused on characterisitcs and competencies related to their role as educators of adults. For example, educators of adults working in prisons may require certain competencies in sociology and criminal justice. While recognizing the complementary competencies, the concern of CREA, however, is their professional development as an educator of adults.

CREA operates on the premise that such areas of expertise should be planned and developed in the most appropriate manner for each educator of adults.

In specific situations it is also necessary to set priorities and to focus on particular aspects of professional development. While there is no need to separate the professional development program for entrance into the field of adult education from continuing education after entrance, the main thrust of CREA is on professional development of educators of adults currently practicing in the field.

It should also be made clear that CREA is not concerned with curriculum or program materials which are used by adults in adult education programs, classes or activities. These materials are accessible from other sources and accordingly this function is not included in CREA. There is, of course, a gray area such as teachers' manuals for instructional materials. In such cases, each resource item is carefully evaluated with the tendency to include them in CREA.

In summary then, CREA does not try to be all things to all people. Rather it has a specific scope and focus to work toward the professional development of all educators of adults in New York State. The way in which CREA has been achieving this goal is discussed in the following pages.

5. Language

It is noted also that by design the holdings and services of CREA are almost entirely in the English language. A number of discussions and telephone calls with Spanish-speaking persons, one of the designated clientele of CREA, indicated that educators of adults were able to effectively use resources in English. Because of the function, scope, and priorities of CREA in New York State it has been appropriate to function in English.

6. Finances

The amount requested from the State Education Department has been approved each year. The amounts are: 1975-76, $25,000; 1976-77, $35,000; 1977-78, $50, 00; 1978-79, $67,000 (cut back from $75,000); 1979-80, $62,000. In 1976 an additional amount of about $13,000 was directed to CREA for the purchase of materials.

In submitting the budget several factors have been recognized:

1. Syracuse University is reimbursed by the Division of Continuing Education for fringe benefits which are about 25% of salaries.
2. The overhead rate of about 55% as approved by Federal Government auditors is allowed only up to 8%.
3. Only a nominal amount of the salary of the Project Director, less than $3,500, was paid each year. In 1978-79, a more reasonable charge would have been $10,000.
4. The School of Education pays the installation and basic telephone charges. Long distance calls are paid by the State Education Department.
5. Work-study students were engaged through the University for assistance in CREA.

Considerable funds were provided by Syracuse University from other Adult Education project funds and some from the School of Education for office equipment, shelving, typewriters and other equipment. In subsequent budgets provision should be made for the purchase or rental of such items.

Many expenses for additional travel, receptions, special events, and other activities related to CREA have been paid from other funds. These and other items amount to a few thousand dollars each year.

All of these conditions were acceptable to the Project Director, Dean of the School of Education, and other University personnel. It should be clearly recognized that the quality and level of the operation of CREA is made possible because of substantial subsidizing by Syracuse University.

Modest funds allocated to CREA by the Division of Continuing Education for the operations of CREA in the early stages were adequate for the efficient and effective operation of CREA. The program was developing and becoming known to more educators of adults. As additions to the holdings expand, increases in the publication costs as well as postage for the increased number of users and additional duplication costs for expanded use added directly to the expenses. New services and inflation also added to the expenditures.

The staff has been able to employ outside vendors for addressing mailing and other items and this has proved economical in terms of funds and staff time. The systematizing of the work to be done also proved effective through freeing up time and funds for other purposes.

It is a difficult task in an operation such as CREA to put the emphasis and priority on activities that directly relate to the educators of adults for their professional development. Expenditures for public relations, office and administrative services are important. CREA with limited resources, has found it necessary to distinguish between the important and the urgent.

In a few cases the question has been raised as to whether CREA should initiate or accept grants for other purposes. Specifically should CREA develop a proposal for another 309/310 project? It was agreed that CREA should make proposals only as a part of its own 309/310 proposal. It may be that CREA will have to decide whether or not it will seek funds from other sources and/or will act as a sub-contractor.

One way or another CREA has had adequate funds to keep developing and growing as stated in the approved proposals each year. The cut back from the budget in 1978-79 and the lack of additional funds in 1979-80 will limit the growth and particularly the services to educators of adults practicing throughout the State.

For budget and other financial statements see:

Supplement: (S3) Proposal submitted for 1975-76

(S4) Proposal submitted for 1976-77

(S5) Proposal submitted for 1977-78

(S6) Proposal submitted for 1978-79

(S7) Proposal submitted for 1979-80

C. The Program of CREA

1. Goals

Since its beginning, the overriding mission or goal of CREA has been to address and serve the professional development needs of educators of adults.

In 1975-76 the mission was stated:

> To enhance adult education in New York State by improving the effectiveness and efficiency of Educators of Adults. This mission (goal) will be achieved, in part, by further development of operating goals, objectives and activities of the Clearinghouse of Resources for Educators of Adults.

As one might expect the general concept of CREA as stated in the goals stated in the proposal each year has not substantially changed, but does reflect some refinement and emphasis.

The statement of goals has been a necessary base for the statement of objectives which in turn is the base for the operation of CREA. They also are useful in having brief and succinct statements for use of the sponsors and the educators of adults who are being served or to be served.

2. Objectives - Outcomes - Activities - Evaluation

The Director of the Division of Continuing Education of the New York State Education Department specified that the proposal include statements on objectives, outcomes, activities and evaluation. A pattern such as this one is useful for the Division to review the proposals. It also helps the Project Director follow a logical pattern.

There is some difficulty for the various projects funded by the sponsor to conform to the one pattern but for CREA it was not a problem. The amount of detail required did seem excessive especially in the last year or so. In any case the proposals and reports were submitted under the designated headings. The reader may refer to the supplement for these data.

For statements on Objectives; Outcomes; Activities; and Evaluation, see: Supplement: (S3), (S4), (S5), (S6), (S7).

3. Priorities

CREA has been set up as a state-wide project for identifying, collecting, and disseminating, and evaluating resources and information about resources to assist educators of adults in fulfilling their tasks at whatever level they are functioning; but specifically in the areas included in the Adult Education Act and in accordance with the priorities of the Division of Continuing Education, New York State Education Department. Each year priorities are stated in the CREA proposal.

In addition CREA operates as part of the master plan of its sponsor, the Division of Continuing Education.

In the 1975-76 proposal priorities were stated as: In the development of these systems and in the implementation of the system the project will be limited to the selected area of:

1. English as a second language (ESL)
2. Materials in the English language with some considerations given to materials in the Spanish language.

In 1978 amendments to the Adult Education Act (PL 91-230) Sec. 306 (a)7 it is stated:

> describe the means by which the delivery of adult education services will be significantly expanded through the use of agencies, institutions, and organizations other than the public school systems, such as business, labor unions, libraries, institutions of higher education, public health authorities, antipoverty programs, and community organizations.

In general the priorities have been clearly stated and appropriate.

For priorities of each year see: Supplement: (S3), (S4), (S5), (S6), (S7).

4. Resources at Syracuse University

CREA has been established in close relationship with the comprehensive program of resources at Syracuse University.

Syracuse University has one of the most comprehensive collections of resources and information about resources for educators of adults in the world. Its collections include:

The Book Collection - E.S. Bird Library

The Paul Hoy Helms Library in Liberal Adult Education

The Adult Education Masters' Theses and Doctoral Dissertations

Archives and Manuscripts - George E. Arents Research Library

Omnibus Series

Audio-Media Collection in Adult Education

Photographs in Adult and Continuing Education

Oral History Program

Periodicals, Newsletters, and Indexes in Adult Education.
Ernest S. Bird Library and CREA

Syracuse University Publications in Continuing Education

These resources have been acquired by the efforts and contributions of scores of educators of adults, information studies specialists, and many other persons worldwide. Syracuse University has assumed a commitment to this development and its contribution in personnel, facilities, equipment, and acquisitions has been significant. Financial support from UNESCO, FAE, Ford Foundation, Office of Education, University Council for Education for Public Responsibility, has amounted to over one and a quarter million dollars. Because of the extensive investment by many individuals, organizations, and government, Syracuse University has been willing and, to some extent, feels an obligation to make the resources available to educators of adults nationally and internationally.

The concept and plan for CREA in the context of these resources was proposed to Dr. Mary Reiss, then Director of the Division of Continuing Education. She concurred with the concept. A proposal was made in accordance with the procedure and the project was funded. The relationship of CREA to the total resources for educators of adults at Syracuse University has been a strength of CREA. Likewise the Syracuse University students and faculty, who are of course residing in New York State, has also benefited from CREA. It should be clear however, that the CREA project has been administered as a separate entity at Syracuse University.

The background of experience of the Project Director, and other professionals at Syracuse University in developing these resources has been brought to bear on the development of CREA. The resources are also available for the continuing professional development of CREA staff members.

Supplement: (S8) SYRACUSE UNIVERSITY RESOURCES IN ADULT EDUCATION. MS7. Alexander N. Charters. Syracuse University Publications in Continuing Education, 220 Huntington Hall, Syracuse, NY 13210 USA, 1978. 18 pg. (LC 5219 C45 59) (CREA #1406) (ED IP).

5. Relationship with Other Information Projects

The Project Director and Program Director have had continuing relations with other libraries, documentation centers, clearinghouses, ERIC, ADELL, IBE, UNESCO, and other data systems. The Project Director has also been on national and international committees whose concerns have related to resources for educators of adults.

With the limited resources available for resources and professional development, it is important that each center be fully aware of the size and uniqueness of each other, so that they may complement and cooperate with each other. There is much that can be learned from each other. Duplication in source areas or aspects may be desirable but it should be by design not through ignorance.

The author in another role initiated plans for a meeting at Syracuse University in the fall of 1979 for the sponsors of projects, programs, centers, clearinghouses and other activities related to resources for educators of adults. The new Director of CREA and the Director of the Division of Continuing Education were invited as participants.

There also has been communications with EPSIS (New York State) concerning services available by them to educators of adults. A statement was prepared on the services of EPSIS and made available by CREA. A statement and materials about ERIC is included in the same package. EPSIS is prepared to train a staff member of CREA to conduct ERIC searches requested by educators of adults. EPSIS would conduct the search. In this way both CREA and EPSIS can expand their services.

6. Operational Guidelines

Guidelines for the development and operation of CREA have been implicit in the proposals and reports of CREA. In some cases they have been explicit. They are summarized below. The specific plans and procedures for the implementation of each one are stated throughout this report. It might be useful if this statement or its modification would be included as part of an overall statement of policies and procedures for CREA.

The following suggested guidelines pervade the planning and operation of CREA and they are addressed throughout this report. CREA should continue:

- to reach out to all of those educators of adults who are within its scope, objectives, and priorities.
- to identify and assess the needs of educators of adults which must be met for educators of adults to function effective-

ly in the immediate as well as long term future.

- to identify and then select appropriate materials and information about resources (print and non-print) for its data base to meet the needs of educators of adults.
- to identify, acquire, process, and disseminate information and materials within a short period of time after being published or otherwise made available.
- to improve and to develop alternative forms of dissemination.
- to determine the effectiveness of CREA in meeting the needs of educators of adults.
- to determine if the educators of adults are making an impact on the education of adults as a result of CREA.
- to orient clients and to make all resources of CREA accessible to them, including instructions on how to use resources.
- to utilize the appropriate technology (e.g., computor, microfiche) in achieving the goals of CREA.
- to relate to other information resources clearinghouses, centers, and networks and to be compatible with them.

7. Format of Resources

The list of Categories of Resources suggests the various formats of the resources. Viewed from another vantage point they include the following formats: human; print; media; audio; visual; films; cassettes; microfiche; microfilm; documents; photographs; as well as automatic and manual systems. While the extent of resources available to educators of adults is rapidly increasing, likewise, the types of formats are also increasing. The increase in formats means that there are more alternatives for the educators of adults. The user, however, has to be able to get access to the resources and to have the equipment and skills to use the resources.

3. Aids to Access

Two aids or tools are used as basic factors for the system to engage the task. These two aids are publications entitled Categories of Resources and Descriptive Subject Headings.

On the basis of experience with resources for educators of adults at Syracuse University, specifically with ERIC Clearinghouse on Adult Education (ERIC/AE), Library of Continuing Education (LCE), and Syracuse University Publications in Continuing Education (SUPCE), and with the advice of leading educators of adults from over 20 countries, the following categories of Resources for Educators of Adults have been developed by the Project Director. (It is the scheme used in the International Handbook of Resources for Educators of Adults and other publications.)

The resources of CREA are processed in accordance with the Categories of Resources and in this way CREA is related to the larger field of resources for educators of adults. It was stated in the proposal that CREA should relate to this type of activity.

Categories of Resources

A. SOCIAL INSTRUMENTS
    AA Legislation
    AB Policy Statements
B. INSTITUTIONS
    BA Archives and Manuscripts
    BB Documentation Centers

  BC Groups and Committees (Advisory)

  BD Libraries

  BE Organizations and Associations

  BF Professional Development Programs

  BG Publications Centers - Publishers

  BH Research Facilities

C. PUBLICATIONS AND OTHER INFORMATION SOURCES

  CA Abstracting Services

  CB Almanacs - Handbooks - Yearbooks

  CC Bibliographies

  CD Dictionaries

  CE Directories

  CF Encyclopedias

  CG Indexing Services

  CH Information Networks

  CI Library Catalogs

  CJ Periodicals - Newsletters

  CK Photographs

  CL Terminologies

D. ADMINISTRATIVE SUPPORTS

  DA Facilities - Equipment

  DB Finances

E. HUMAN EXPERTISE

F. AWARDS

Along with the development of the Categories of Resources, a list of Descriptive Subject Headings has been developed. It is based on the premise that if items are processed under headings they can be retrieved by using the same heading. An advantage of this list is that it is short and based on users such as LCE and ERIC/AE and others mentioned for Categories of Resources. Relatively inexperienced practitioners can readily relate their needs to any of these 25 Headings.

Sub-headings are available or may be developed for more refined research and study or to assist users. These Descriptive Subject Headings are now used as the basis for the processing of all resources for educators of adults at Syracuse University. The Descriptive Subject Headings and sub-headings are used by CREA and are thus linked with the large body of holdings at Syracuse University. It was stated in the proposal as approved that CREA should engage in this type of activity.

Descriptive Subject Headings

00 GENERAL - more than 3 DSHs.

01 ACCREDITATION - continuing education unit (CEU) - special degrees - credits - certification

04 ADMINISTRATION - management

12 AGENCIES - organizations - sponsors

16 COMMUNICATIONS - dissemination

20 COMPARATIVE - international

24 COUNSELING - personnel - tests

28 EVALUATION

32 FINANCES - budgeting

36 FOUNDATIONS - definitions - assumptions - rights - freedoms - philosophy - theories

40 FUTURES - planning

44 HISTORY

48 INSTRUCTION - methods - materials - facilities - equipment

52 LEARNING - psychology - motivation

56 LEGISLATION - policy

60 LIFELONG LEARNING - lifelong education - education permanente

62 PROGRAMS

64 PROGRAM DEVELOPMENT - needs - objectives

68 PUBLIC RELATIONS - promotion - marketing

72 RESEARCH - problem solving

76 RESOURCES - publications

80 STATISTICS

82 STUDENTS - adults - learners - characteristic

84 TEACHERS - faculty - program administrators - staff

88 TRENDS

For further description see:

Supplement: (S9) AIDS TO ACCESS - RESOURCES FOR EDUCATORS OF ADULTS. MS1. Alexander N. Charters. Publications in Continuing Education, 220 Huntington Hall, Syracuse, NY 13210 USA, 1978. 29 pg. (LC 5219 C45 A38) (CREA #1375) (ED 168 598).

9. Data Base

The information resources data base of CREA is one of the basic elements. In order to have an effective information resources data base it is necessary to identify, select, acquire and process resources.

In order to accomplish this task within a predetermined goal of a few weeks, it is necessary to give constant, almost daily attention to this task.

The simple premise is that information about resources and materials cannot be disseminated if they are not available. It has been both policy and practice to acquire all the print and non-print items (within the scope and priorities of CREA) in the English language. In this way CREA has become one of the most complete and current collections of Adult Education materials.

A concentrated planned effort is made to identify new items in the field. Resources are identified from searches of almost unlimited sources. Major sources include:

1. Adult Education Agencies
2. Publishers--a list has been compiled of publishers who have resources in this area
3. Government agencies

   Federal
   State
   Regional
   County
   Local

4. International organizations including

   UNESCO
   IBE

5. Resource and Learning Centers
6. Foundations and funded projects
7. Individuals--e.g., teachers, specialists, administrators
8. Bibliographies
9. Libraries/documentation centers
10. Handbooks, Almanacs, Yearbooks

In the search for resources a rough screening is made according to stated criteria which currently are:

1. A recent publication data--about 1970+
2. Cost about $15.00 per book or about $10.00 per filmstrip or cassette
3. Recommended by some knowledgeable person such as:

   a) Division of Continuing Education personnel
   b) Practitioner of Adult Education
   c) Book reviewer
   d) Abstractor

4. Appears in a bibliography

Items not meeting these criteria are reviewed and are considered individually.

While the items that are ordered are the base of the collection, there are many other important documents that are not always available for purchase. The items not designated by the code "NYS" have been loaned by the Project Director and other persons and organizations. It is the policy of the Project Director to place the materials in the unit where it is most accessible to educators of adults and accordingly some items are held in CREA rather than the Pamphlet File or elsewhere in Bird Library.

It is the procedure to order one copy of an item, however an item which is expected to be in considerable demand may be ordered in multiple copies. Any time requests from users exceed five or a multiple of five requests, an additional copy(ies) is ordered.

Many items are purchased from grant funds and some other items are given by the Division of Continuing Education. These items are the property of New York State (the funding agency) and accordingly are designated. All materials purchased by CREA or given to CREA by the Division of Continuing Education carry the designation NYS on the title card. In addition, the purchase price is noted following the NYS designation. For example, a card might carry the designation N.Y.S. $7.50. All other materials not designated as above are on loan to CREA from Adult Education projects at Syracuse University.

All appropriate items are acquired that are in English from any country. A considerable number of items have also been collected through an informal network of contacts by the Project Director and project staff. Participation at national and international conferences and other meetings enable personal contacts to be developed.

In the case of CREA, orders for the collection are placed directly with S.U. Bookstore which handles each purchase order as it is received.

The holdings are processed as soon as received and are up-to-date as of June 30. Three cards are used:

Author card

Title card

Annotation card

There is also a master acquisition list which contains title, author, publisher, date of publication, CREA number assigned--in order of CREA number 1 page sample (S8).

Supplement: (S10) Photostat of an example of 3 cards.

10. Annotations

In the early stages of CREA annotations of acquired materials were not made. However, after some experience, it was realized that items that were annotated in the Newsletters were ordered more frequently and probably more selectively. It is now the policy to annotate each item and to print it in the Newsletter. The annotations are also used in bibliographies.

With the expectation that CREA may become more computerized the Descriptive Subject Headings and Subheadings are used in the annotations. This anticipation of possible future developments is important in terms of economy because it would be costly to repeat annotations.

Supplement: (S10) See for example, Annotations.

11. Holdings

The materials in periodicals, newsletters, and programs related to Adult Education are important information for the educators of adults, particularly the practitioner. As with other holdings the selection has been related to the clientele of CREA. The holdings as of June 30, 1979 include 28 periodicals and 88 newsletters, 18 programs, and 6 associations.

A list of the periodicals, programs and newlsetters has been made known but it is difficult to convey the contents in each item. Once the user is able to identify the specific item then it may be sent or a copy may be made and sent.

A record of all acquisitions is kept in the card file by author and by title. On each card the Descriptive Subject Headings are given. There is also a separate file of cards by acquisition number. On this card the annotation is written.

This important resource has not been used effectively. More attention should be given. There is a need to let the users know the holdings and how they can acquire them.

When it was decided to collect non-print materials the acquisition list expanded rapidly. The ratio of non-print to print acquisitions dropped soon there after because the number of non-print items available and appropriate for CREA was quite limited.

The holdings as of June 30, 1979 were 1,561 different print and 144 different non-print titles. The total number acquisitions as of June 1979 is 3,259. Some acquisitions have two or more parts and hence the total number of items was 544. Some items are held in multiple copies. In some cases, the multiple copies were given and in other cases they were purchased. The procedure was to purchase another copy whenever the backlog of requests was five or a multiple of it. In this way, the needs of the borrowers could be met as soon as possible.

In May-June 1979 an inventory of CREA materials was made. The attached description indicates the results of the study. The report indicates a lack of completeness at various levels. This matter was anticipated because the policies and procedures changed as CREA developed. Some data for example could be obtained from the observation of the shelves and cards when CREA began, but later this was not possible. Likewise, in the beginning annotations were not made, but later it became the policy to annotate each item.

The importance of an active acquisitions program in achieving the goal of CREA is indicated by the fact in 1976 that the New York State Director of Continuing Education authorized the expenditure of approximately $13,000, in addition to the project for the acquisition of items.

The collection of CREA is up to date with the field. It is one of the most complete and comprehensive in terms of the recent publications since it was established in November 1975. To keep it complete and current requires continuing and constant attention.

Supplement: (S11) ACQUISITION LIST, CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS: BY DESCRIPTIVE SUBJECT HEADINGS. Alexander N. Charters and Donald P. Holmwood. Syracuse University Clearinghouse of Resources for Educators of Adults, 224 Huntington Hall, Syracuse, NY 13210 USA, 1978. 84 pg. 1,406 items. (cc.6.US.Ac12) (LC5219 C45 A25) (CREA #1366) (EDIP/CE).

(S12) List of Periodicals

(S13) List of Newsletters

(S14) List of Programs

(S15) List of Adult Education Associations

D. Dissemination

A major continuing concern of CREA is to develop alternative ways of reaching new clients and to identify better ways of reaching existing clients. The concern is to reach not only the learners but to reach them effectively and efficiently so that they in turn can facilitate learning by the adults of New York State.

Steps in dissemination are: to inform the educators of adults of the resources that are available; then to have them participate in and/or get access to CREA; then to have them use the services; and then to evaluate the effectiveness of the relationship.

CREA has prepared, published and/or developed several publications, products and other services. They may be grouped as follows:

1. Descriptive Materials

Descriptive materials are prepared to acquaint educators of adults with the alternative services of CREA available to educators of adults. The function of descriptive materials is to attract learners to CREA with the plan to have them use the other services.

The staff made some photographic slides which were used at times by the staff of the Division of Continuing Education and some prints which were used on posters.

A brochure describing CREA and another orienting clientele to CREA was prepared in 1976. In the spring of 1979 a revision began and mimeographed copies were made for distribution at the NYACCE conference in 1979. The revised description or orientation to CREA which is in process should be made readable and attractive (perhaps some pictures) in order to reach new audiences for CREA.

In spring of 1979 Hutchins Psychiatric Center volunteered to make an

Each Newsletter carries a coupon which may be filled out by the prospective user to borrow items. Additional copies of the request for items form are sent in the package when sent out to the borrowers.

Each Newsletter usually has one item of interest such as NYACCE conferences, ERIC, EPSIS, and/or a range of other activities.

By the end of June 1979, four volumes and a total of 35 Newsletters have been issued.

From the study of the records it is indicated that persons borrow only items listed in the latest Newsletter. Steps are being taken to encourage continued use of the entire collection. For example, persons are encouraged to keep the Newsletters and to borrow from previous issues; to re-issue previous Newsletters; to distribute labels to put on the front and binder of a file or looseleaf book; to sell looseleaf booklets at cost; and to send additional request forms with each loan package. An acquisition list is available. In spite of these activities, the early acquired materials are not used extensively. In addition, new clients have not received the back numbers.

The Newsletters are also useful as a means of informing learners, libraries, and adult education agencies of the annotated lists of materials of adult education selected from the current literature. While some clients may not borrow the items they may order the materials for their own collection.

Consideration is being given to packaging all of the issues distributed, or selling them at cost. Consideration is also being given to making microfiche of the collection and distributing the microfiche.

The Newsletter is mailed at bulk rate to some 3,400 persons. The Newsletter has been one of the best services of CREA for educators of adults. It might be made more attractive and readable by use of photographs or color graphics.

Supplement: (S18) NEWSLETTERS, CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS. January 1975 - June 1978. (cc:6.US.Cr05). Alexander N. Charters and Donald P. Holmwood. Syracuse University Clearinghouse of Resources for Educators of Adults, 224 Huntington Hall, Syracuse, NY 13210 USA, 1976. 35 pg. 223 items. (LC 5219 C45 045) (CREA #1377) (ED IP/IR).

(S19) CREA Newsletter, June 1979

(S20) Labels for Binders

3. Federal Register Review

The Federal Register Review--a weekly summary of Federal Register announcements--is designed to inform a selected audience about sources of funds in the Federal Government. CREA subscribes to the Federal Register and the Commerce Business Daily.

The Federal Register Review is complementary to the Division of Continuing Education workshop and other activities related to encouraging educators of adults to submit proposals for funding.

Appropriate items are selected, clipped, and pasted on a one page (2-sided) paper. It is then photostated. The Review is prepared on Tuesday and mailed on Friday of most weeks--holiday periods and lack of data may result in a few skips of issues.

The Review is mailed first class to a selected audience of about 120. In general, all persons who request it are added to the list if they are New York State residents. Likewise names are deleted as appropriate.

As of June 30, 1979 two volumes for a total of 58 Reviews have been issued.

An evaluation of the Review determined that as a result of the Review 31 persons submitted proposals, and 8 were funded in the amount of $4,343,000. The mailing list was reduced by 46 names because of no response (after 3 mailings) and/or lack of usefulness.

One major finding of the study was that sometimes the advance notification does not allow sufficient time for the prospective applicant to respond. Efforts have been undertaken to reduce this turnaround time.

The Federal Register Review is evidently a productive service for the users.

Supplement: See (S18) for Federal Register Review through June 1978; and (S21) June 29, 1979.

4. Acquisition List

In May 1978, a complete acquisition list of holdings under Descriptive Subject Headings was prepared. Items that are given more than one Descriptive Subject Heading are cross-referenced. This list is made available in CREA, Bird Library, and ERIC. It was also made available to the Resource Units. It is also available at cost.

The acquisition list is prepared in a format so that it can be updated. It may be that the total acquisition list should be issued periodically.

It is clear that the use of microfiche will be expanded in the future--for example, Bird Library will be replacing the card with a a computer system. CREA should consider the distribution of a microfiche of the Acquisition List perhaps through ERIC to its clientele. CREA will need to provide some instruction on how to use the microfiche.

The Acquisition List is a comprehensive listing of items in English for educators of adults. Accordingly, as the Newsletters, it provides an up-to-date bibliography for reference purposes or a guide for librarians as well as users.

The clientele needs to be made more aware of this publication and how to use it more effectively.

Supplement: See (S11) Acquisition List.

5. Professional Development Series

A need arose to provide information about special topics at a particular time. The Professional Development series has had two issues on:

a. Publication of CREA and SUPCE specifically related to resources in CREA and Syracuse University

b. Description of ERIC and EPSIS

A third publication related to fund raising and proposal writing is in process.

Each publication has a special relationship to an activity of CREA: for example, putting CREA in the broad context of resources; encouraging the use of ERIC: obtaining resources to complement other activities of the Division of Continuing Education.

The publications in this series are only a few pages in length and are a useful complement to the other publications and means of dissemination. They can be an immediate response to specific needs.

Supplement: (S22) Professional Development Series #1

Supplement: (S23) Professional Development Series #2

6. Conferences

Attendance and participation by the staff at conferences related to adult education have served several purposes. First, it has been a means of disseminating information about CREA. There have been exhibits of materials, posters, and other audiovisuals, describing CREA, presentations by CREA staff. This method acquaints new audiences with CREA. On some occasions unattended displays were made at conferences and although there was no specific feedback, this procedure was not considered as effective as manned booths. On the other hand, little expense was involved.

Second, they provide a vehicle for necessary feedback from users about the effectiveness of CREA and about new services that might be provided.

Third, they provide a learning opportunity for the furthering of professional development of the staff.

Fourth, they were the setting of a unique procedure. At two conferences in addition to viewing the displays and scanning the materials, participants were encouraged to borrow selected items which were available at the booth for use at the conference or after they returned home.

Conferences are part of the milieu of adult education and educators of adults, in a sense, cannot afford not to be involved. Staff members of CREA should participate and contribute.

Supplement: (S24) A Partial List of Conferences attended and a report on one conference.

7. Bibliographies

Three bibliographies have been prepared. The topics are: (1) Annotated Bibliography for the Education of Public Offenders: By Descriptive

Subject Headings; (2) Professional Development for Educators of Adults: A Bibliography; (3) Community Education: An Annotated Bibliography.

They were prepared by the staff of CREA with some assistance from a specialist in the field.

Some guidelines for bibliographies are:

a. The bibliography is selected on the need of educators of adults in New York State and is not otherwise available.

b. All items must be held by CREA, Bird Library, or ERIC, and in this way are accessible for annotation and for access by CREA clientele.

c. ERIC and other literature is thoroughly searched by computer and other means.

d. Each item is annotated using Descriptive Subject Headings.

e. The call number (CREA, ERIC, Library of Congress) is given for each item as appropriate.

f. The format is appropriate.

g. Print and non-print materials are included.

h. Titles are stated in the proposal or otherwise approved by the State Education Department.

Three brief selected bibliographies are prepared and made available. They are:

Community Education: An Annotated Bibliography, Alexander N. Charters, editor

Grantsmanship, Bibliography, Alexander N. Charters, editor

Educational Brokering, Bibliography, Alexander N. Charters, editor

EPSIS has been given a copy of the bibliographies and been requested to send two copies of each ERIC microfiche to CREA. One set of each bibliography could be loaned and the other one used by users of CREA in Syracuse. In this way another alternative is available to users.

Bibliographies are made available in the Division of Continuing Education, ERIC, Bird Library, as well as CREA. Some are given to people in New York State and some are sold at cost to persons outside of New York State.

The response to the bibliographies has been positive.

The preparation of bibliographies requires considerable time by compilers and involves considerable expense for printing and distribution. There are a number available from other sources and these should be carefully invesitgated to avoid duplication.

Supplement: (S25) ANNOTATED BIBLIOGRAPHY FOR EDUCATION OF PUBLIC OFFENDERS: BY DESCRIPTIVE SUBJECT HEADINGS, Alexander N. Charters, Donald P. Holmwood, and Michael J. Willis. CREA (#1384)

(S26) PROFESSIONAL DEVELOPMENT FOR EDUCATORS OF ADULTS: A BIBLIOGRAPHY. (cc.6.US.Pr04). Compiled by Alexander N. Charters and Donald P. Holmwood. Syracuse University Clearinghouse of Resources for Educators of Adults, 224 Huntington Hall, Syracuse, NT 13210 USA, 1977. 111 pages. ERIC - 440 items; CREA - 50 items. (LC 5219 C45 P72) (CREA # 1381) (ED IP/CE)

(S27) COMMUNITY EDUCATION: AN ANNOTATED BIBLIOGRAPHY (CREA # 1591), Alexander N. Charters and Edward M. Gschwender. Syracuse University, Clearinghouse of Resources for Educators of Adults, 224 Huntington Hall, Syracuse, NY 13210 USA, 1979.

(S28) COMMUNITY EDUCATION BIBLIOGRAPHY, Alexander N. Charters, editor. Syracuse University, Clearinghouse of Resources for Educators of Adults (CREA #   ).

(S29) GRANTSMANSHIP BIBLIOGRAPHY, Alexander N. Charters, editor. Syracuse University Clearinghouse of Resources for Educators of Adults, 1979 (CREA #   ).

(S30) EDUCATIONAL BROKERING BIBLIOGRAPHY, Alexander N. Charters, editor. Syracuse University, Clearinghouse of Resources for Educators of Adults, 1979 (CREA #   ).

8. 309 Projects

The Division of Continuing Education gave CREA the responsibility for the dissemination of information about and reports of 309 projects initiated in New York State.

Projects and reports selected by the Division of Continuing Education were collected by CREA. They are edited and information produced for three levels of interest:

Level 1. General interest - this will consist of a one-page flyer that will contain the general information concerning the project. It will be produced and mailed to everyone on the CREA mailing list with the notation that further information is available by writing CREA.

Level 2. This level will be represented by a document that gives a detailed report of the project. In some cases, the project might be divided into segments that represent areas of interest. These documents will be sent upon request only.

Level 3. This level will represent the actual document that is sent to the Clearinghouse. Requests for this document will be on a loan basis unless the final report is quite brief, in which case, copies will be sent to ERIC. If requests at this level exceed the number of documents that CREA has on its shelf, the requestor will be referred to ERIC. Persons representing this level of interest might also be referred to the Project Director for further information.

As requests are received they begin at Level 1 and proceed through Levels 2 and 3 according to the continuing interest expressed.

The designated person in each agency such as librarian, program staff member, or teacher may request specific items by referring to the Acquisition List, Newsletters, or other references which have been provided to the agency.

Each week new materials are sent to the Resource Unit and other items are retrieved. Individuals in the agency may also be on the mailing list for Newsletters and other items. The agency keeps records which indicate the use of the service.

Resource units as a dissemination media has the advantage of being a broker between CREA and users. For CREA it has a multiple effect, by using one contact to reach all of the educators of adults in one agency. There is also the advantage that the agency person is more familiar with the agency people and accordingly is able to assist with selection of appropriate materials for the individual clients. In addition the volunteers/part-time staff of an agency may inform other people in other agencies with which they are associated about CREA.

Supplement: (S34) Memorandum on Resource Units to Alexander N. Charters from David Price.

10. Borrow - Loan

The purpose of CREA in loaning materials is to get appropriate materials to educators of adults at the most appropriate time and place.

The holdings of CREA have been processed so that they may be loaned in an efficient and effective manner. Requests for materials are received in different ways including the copy of the request form included in each Newsletter. Items are listed by acquisition number. The borrower only has to circle the number of the item, complete the form by adding name and address, and mailing it to CREA. A person can also phone in a request or call in person. CREA generally responds within 24 hours after a request is received.

Educators of adults may visit the CREA center, browse through the collections, and borrow materials. The number of persons who visit has been increasing. Much of the increase in visit has been by graduate students in the School of Education.

The time period of loans has varied. Borrowers by mail are requested to return the items within two weeks after receiving them. The period is shorter for loans which are borrowed in person.

Sometimes materials are not returned by the due date. Follow ups are made and delinquent borrowers are discouraged from using excuses such as "the mail." Borrowers are notified that they are responsible for the cost of replacement. It has been the policy of CREA however to loan materials with flexibility and to absorb the relatively small cost of losses.

The number of borrowers and users requested has grown as indicated below:

1975-76 -- 420 items, 170 persons (approx.)
1976-77 -- 967 items, 319 persons
1977-78 -- 1,905 items, 527 persons
1978-79 -- 2,010 items, 917 persons
-- 335 visitors to CREA
-- 410 items were handled by the 6 resource units
-- 50 mail inquiries not related to loans
-- 50 telephone calls for services

In 1978-79, CREA became an active member of a subcommittee on Cable TV of the Metropolitan Syracuse Committee on Adult and Continuing Education. As well as cooperating with other adult education agencies CREA loaned materials for viewing to the TV stations.

The loaning of materials is a prime purpose of CREA. The purpose is to get appropriate items to educators of adults in New York State within 24 hours after the request is made known. These are the persons in New York State who are actively involved in helping adults to learn.

Supplement: (S35) Records of users 1976-77 and 1977-78.
(S36) Records of resource units for March 1979.

11. Special Assignments

It is stated in the proposal that CREA is asked from time to time to complete assignments that the Director of the Division of Continuing Education considers important. The collection and dissemination of 309 projects began as a special assignment and later was included in the proposals.

Another special project involves the dissemination of materials selected and provided by the Division of Continuing Education. Included are:

(S37) Learning Through Listening: A New Approach, Edward S. Cobb, Ph.D.
(S38) Learning Should Make Sense

Some items have been prepared or packaged by CREA and distributed.

(S39) ERIC/EPSIS package
(S40) Memoranda on ERIC

Supplement: See above: (S37), (S38), (S39), (S40).

12. Seminars for Professional Development

A function of CREA could be to develop training programs, seminars and other activities for educators of adults. Activities of this kind have included participation by the Program Director in planning conferences and seminars sponsored by the Division of Continuing Education. On one occasion the Program Director was the evaluator of a project funded by the Division of Continuing Education. Additional funding might be provided to help organize professional development seminars. Within the limitations of its expertise it could organize and staff programs for professional development. These activities are appropriate if they can be developed and conducted within the expertise of staff. Another criteria is that such activities should be related to the materials and other resources of CREA.

13. Arrangements for Sales

Three publications have been prepared and published by CREA. They are:

ACQUISITION LIST, CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS: BY DESCRIPTIVE SUBJECT HEADINGS (CC.6.US.Ac12), Alexander N. Charters and Donald P. Holmwood. Syracuse University Clearinghouse of Resources for Educators of Adults, 224 Huntington Hall, Syracuse, NY 13210 USA, 1978. 84 pages. 1,406 items. (LC 5219 C45 A25) (CREA #1366) (ED IP/CE)

PROFESSIONAL DEVELOPMENT FOR EDUCATORS OF ADULTS: A BIBLIOGRAPHY. (cc.6.US.Pr04). Compiled by Alexander N. Charters and Donald P. Holmwood. Syracuse University Clearinghouse of Resources for Educators of Adults, 224 Huntington Hall, Syracuse, NY 13210 USA 1977. 111 pages. ERIC - 440 items; CREA - 50 items. (LC 5219 C45 P72) (CREA # 1382) (ED 159 438)

ANNOTATED BIBLIOGRAPHY FOR EDUCATION OF PUBLIC OFFENDERS: BY DESCRIPTIVE SUBJECT HEADINGS, Alexander N. Charters, Donald P. Holmwood, and Michael J. Willis. (CREA # 1384).

Each of the publications is available in CREA, in ERIC (in process), and in the Syracuse University Library. In addition, copies were given to persons in New York State with particular interest in the topic.

It was considered that some persons in New York State might like personal copies and some persons outside of New York State might like copies. Accordingly, they have been made available at cost through Syracuse University Publications in Continuing Education (SUPCE).

Publicity has been limited and a few copies have been sold.

Supplement: See (S11), (S26), (S25)

(S41) Letter from Alexander N. Charters to John Hatfield.

14. Referral

Although referral is not a specific objective of CREA it has from time to time provided this service. Referrals have been made to ERIC, EPSIS, ADELL, and National Adult Education Clearinghouse at Montclair, which are gencies set up to respond to requests.

CREA has sent to its users information about services such as the ones mentioned above. In this way the referral services which might be developed by CREA are sometimes anticipated and the users can communicate directly with other services.

15. Inquiries

It has from time to time responded to requests for information. To provide these services requires trained expert staff. The Project Director and Program Director are capable of providing the service and to a limited extent the graduate students in Adult Education can assist. However time and funds have not been available.

It is unsatisfactory to promote a service unless the specific nature and area expertise are clearly stated and unless the quality of the response can be assured. This service has not been publicized for the reasons given.

E. Personnel

The personnel required depends on the nature and extent of the operation of CREA at the particular time.

The staff has included persons with competencies such as:

a. Expertise in the field of education of adults

b. Knowledgeable about resources for educators of adults

c. Expertise in appropriate aspects of libraries and information science

d. Expertise in dissemination and promotion of resources and information about resources

e. Ability to communicate and work with other persons involved with resources at Syracuse University and elsewhere in the State

The personnel of the CREA have been fully qualified in terms of the requirements. Each one has brought special expertise and insights that have been welded into a team operation. They have executed their responsibilities with effectiveness and efficiency--often beyond the time and effort normally expected. It is an enthusiastic, dynamic team that even in times of stress has found CREA interesting and exciting.

Project Director

Dr. Alexander N. Charters developed the project and served from beginning November 1975. He has been actively involved as Project Director and also served as Program Director from January 1979 until the new Project Director assumed office in midyear of 1979.

The Project Director is a professor in the School of Education. In addition, he has relationships with many other units related to resources for educators of educators of adults.

Program Director

The position of Program Director has been the most sensitive position. The contract is on a year to year basis. The Program Director, Mr. Donald Holmwood, was appointed by the Dean of the School of Education who was considerate in having the Director serve on committees, and participate in many other faculty and staff activities. The Program Director, however, has not had academic rank. In order for a person to receive a rank or status in the School of Education, it is appropriate and perhaps necessary for the School to pay part of the salary. Fortunately, the Dean offered to pay part of the salary of the Director beginning September 1979. Dr. William Rivera has been appointed as Director of CREA and Assistant Professor of Adult Education (one-quarter time in the Adult Education Area during the academic year).

Mr. Donald Holmwood served as Program Director from November 1975 until December 1978. The job description was approved by the Director of Continuing Education and the appointment made according to Affirmative Action as well as the policies and procedures of the School of Education.

Graduate Assistants

The Graduate Assistants have the same benefits and responsibilities as other graduate assistants at Syracuse University. Graduate Assistants are matriculated students in the Adult Education Area (there has been one exception). CREA in this way contributes to the professional development of educators of adults. For example, they are eligible for remitted fees in addition to the stipend paid by CREA. Graduate Assistants have been: Rachel San Miguel, Daniel Gifondorwa, D. A. Siddiqui, Ed Gschwender, David Price.

From January to June 1979, Mr. Ed Gschwender was Special Assistant to the Project Director.

Secretarial

Another consideration is the relation of the staff to their corresponding counterparts in the University. Secretaries have regular defined positions in the University and have the same responsibilities and benefits of other persons. They are free to apply for other positions in the University, and are free to move on short notice. Since the contract is on a year to year basis, secretaries have moved because of the uncertainty of continuing employment. Secretaries have been: Catherine Layton, Chris Novak and Chris Schmitz.

Technical

Mrs. Alice Smith and Dr. Olitan Obanewa provided technical assistance.

In 1978-1979 considerable clerical assistance was provided by undergraduate students on the work-study program of the USOE.

A continuing problem with respect to personnel is the fact that project funds are available for only a one-year period. For various reasons, the yearly contract is signed only a few weeks before July 1, the effective date of the contract. This uncertainty is a real problem, especially for the Program Director and Secretary in terms of their careers and continuing employment.

The Division of Continuing Education has many times discussed the possibility of other arrangements that should provide continuity from year to year. Hopefully, something will be done after 1979-80. The Project Director has recognized the constraints and has decided that the importance of CREA to the field of Adult Education is the prime consideration.

The role and activities of the staff members are often stated in the proposal as approved.

Many professional persons in the Library, School of Education, and the School of Information Studies have contributed much of their time and effort. Secretaries, technical staff, and other persons engaged in other projects and departments have likewise assisted at times such as peak loads, illness, vocations, and change of personnel. All of this time is difficult to estimate but it certainly amounts to scores of days. This contribution and reciprocity of attitude has not been fully appreciated by one or two members of the staff of the Division of Continuing Education. They insisted that any hours spent by a graduate assistant of CREA on another resource project at Syracuse University be calculated and deducted from the project funds paid by the State.

The staff of CREA have been well qualified and committed. They have worked much beyond the requirements. Likewise many S.U. persons who are not on the payroll have provided significant time and effort to CREA.

Supplement: (S42) The job description for Program Director as approved by the Division of Continuing Education and Syracuse University, and Job Descriptions in 1978-79 Proposal.

F. Operations

1. Physical Facilities - Equipment - Furniture

All the space used by CREA in Huntington Hall has been assigned as the collection and other aspects of CREA have expanded.

In addition to office, shelf and work space, seminar rooms are available for meetings and conferences arranged by CREA or for use of staff.

All equipment and furniture in the rooms used by CREA have been arranged by the Project Director from the restricted funds for adult education. Audio visual equipment has been purchased by funds restricted for Adult Education and are used by CREA free of charge.

Either CREA or the School of Education should purchase equipment and furniture or rent it and thus reimburse the Restricted Account for Adult Education.

(S43) Memorandum to Dr. William Rivera from Dr. Alexander N. Charters.

2. Telephone

Installations and basic telephone services are not allowed to be charged to CREA funds. These charges were paid from restricted funds for Adult Education until June 3, 1977-78 after which date they have been paid by the School of Education. Long distance calls are paid from CREA funds.

The possibility of a watts or 800 number was considered as a means of having more open communication with the educators of adults in the field. It was agreed that if inquiries were to be encouraged, a knowledgeable staff member would need to be available to answer the phone.

Since the Program Director obviously could not be available during all of the office hours or every day, the plan was not further considered.

In some cases inquiries were taken by another person and given to the Program Director. This procedure was not satisfactory and also was time consuming. Apart from the practical aspects the type of telephone service that was required was beyond the funds allocated.

3. Schedule

A commitment by CREA to its users is to make its services available at times and in ways and under circumstances appropriate to them. One important element is to have set hours of operation and to adhere to them.

The office and library of CREA is kept open during the regular office hours of the University, 8:30 a.m. to 5:00 p.m., Monday-Friday (summer 8:00 a.m. to 4:30 p.m.). During these hours the phone has been attended and users have access to the materials and may borrow and return items. On many occasions the staff has opened CREA evenings and Sundays to accommodate individuals and groups. A key has been made available to users in special cases. The Project Director has also been accessible at his home phone.

4. Timeline

Timelines or schedules for CREA are developed each year in accordance with contract terms. They include such items as: dates for beginning and ending of activities; due date reports; continuing activities; schedule for publications; and other matters.

Timelines serve useful purposes for planning as well as day to day activities of CREA.

Timelines for CREA have at times become very involved and at other times relatively simple. In some cases tasks have been entered on a master calendar or simply listed.

(S44) Timelines

5. Proposals Submitted to the Division of Continuing Education

In submitting proposals for the funding of CREA, Syracuse University has conformed to the policies and procedures that have been specified.

There is always some difficulty in synchronizing two modes of operation such as Syracuse University and the Division of Continuing Education. The Director of the Division from the beginning of the discussions in 1975 until resignation from the position, was helpful in proposals. Workshops were held on the development of proposals for 309 projects which helped to bridge the gap. These meetings provided information on proposal writing in general but specifically for 309 projects to be funded by the Division of Continuing Education.

Proposals serve the purposes of the State Education Department for deciding the relation of CREA to their mission. It is also useful to the staff of CREA in giving direction to the operation. Furthermore, it serves as a benchmark or standard for evaluating the effectiveness of CREA.

It is noted that the procedures and proposals became much more specific over the years. For example, in 1979-1980, CREA was designated as a continuing project and accordingly it was not necessary to respond to all items in the specification.

Specificity is often desirable as long as it does not limit creativity or flexibility. If the proposal is too specific, it is necessary to rework it if the funding is increased or decreased during the year. It may be that the specificity required by the monitor of the 1979-1980 proposal may have limited the flexibility to adapt to needs of the client.

Supplement: See proposals (S3), (S4), (S5), (S6), and (S7).

6. Clientele

The lists and names of users and potential users are basic factors in the operation of CREA. It is to these educators of adults that Newsletters and other materials and information are sent.

The Division of Continuing Education has provided two basic lists: a list of directors and other persons concerned with adult education in the public schools; and a list of persons in community education.

Other lists such as the officers and board of NYACCE and the Directors of Continuing Education in SUNY are also added. Members of AEA/USA and NAPCAE with addresses in New York State are also included. Other names are added from time to time as requested. Additions to the list are encouraged if those persons are interested in the services of CREA.

The list of persons is on the computer from which mailing labels may be obtained. The list is continuously being updated in terms of additions, deletions and changes.

A special list of recipients for the Federal Register Review is kept.

It is again emphasized that the references of potential users by existing users is an important factor. As usual word of mouth is a basic aspect of advertising to encourage use.

7. Reports

As specified in the contract, quarterly and annual reports are submitted to the Division of Continuing Education. Not only do the reports serve to meet the terms of the contract, but are also useful to the Division of Continuing Education. They are also useful to the staff of CREA as a means of evaluating achievement in terms of the stated goals and objectives.

In the initial stages of CREA it was proposed by this Project Director that a committee be formed as an advisory or sounding board, composed of persons from the field, the sponsors, and other experts. It might meet periodically to hear of developments and make suggestions for the future. It did not seem appropriate to the staff of the Division of Continuing Education for this activity to take place.

When the project began, both the staff of CREA and members of the Division of Continuing Education were new to the concept and practice of a clearinghouse. The Project Director proposed that monthly (approximately) meetings be held to discuss CREA. These meetings were generally productive in keeping the channel of communication open and in clarifying the needs and the activities. At this stage the agenda might more appropriately emphasize planning and evaluating.

It was found useful for the Project Director to make monthly staff reports to the staff and other participating offices and individuals at Syracuse University. A copy for information was given to the Division of Continuing Education.

While the staff of CREA is small, there are several people at Syrscuse University who need to be kept informed of developments and who are able to make a contribution. Once a year, at least, all of these persons meet at a luncheon to be brought up to date and give feedback. In addition, in 1977-78, a series of monthly reports of activities was begun to CREA staff and sent to selected persons in the University. A copy of this interval report was shared as information with the Division of Continuing Education.

This overall report of CREA has been prepared covering the period of November 1975-to June 30, 1979, of which the author was Project Director. It is a report to the users and potential users as well as to the sponsor, the Division of Continuing Education. It may also be helpful to persons involved in or considering other clearinghouses, libraries, or documentation centers.

Supplement: (S45) A copy of first Quarterly Report, 1975-76
(S46) Final Evaluation Reports, 1975-76
(S47) Final Evaluation Reports, 1976-77
(S50) Final Evaluation Reports 1977-78
(S51) Final Evaluation Reports 1978-79

G. Obtaining Access to Resources

CREA is of value when its materials, services, and activities are readily accessible to the users. This report reflects and specifies the objectives and the alternative ways that dissemination are related to providing access.

Instructions are given for example on how to make use of the loan service, the 309 projects, EPSIS, ERIC, Federal Register Review. It is considered, however, that these instructions and guides are not effectively reaching the new clientele and are not being effectively used by the regular clientele. People are inclined to put such information aside and do not think of CREA when the need arises.

A beginning was made on specific instructions for using CREA. The information should be described for each specific service and activity. It might also be available in a brochure or manual that includes all operations.

Accessibility of resources goes beyond availability to include physical and psychological aspects. It should also include relating the contents to the needs of each user.

H. Evaluation

The purpose of the resources for education of adults program is to assist in the professional development of educators of adults. If the characteristics and competencies of educators of adults are further developed, then it is assumed the field will be enhanced. Substantial evaluation of a formative and narrative nature is made of the acquisition, collection, use of the resources, and indeed are aspects of the planning and operation of CREA.

The evaluation of CREA has been a major concern of CREA since the conception was first proposed to the Director of Continuing Education. It has been planned, pervasive, on-going and continuous. It is reflected in all the activities of CREA and in the reports.

The staff of CREA and of the Division of Continuing Education have realized the importance of evaluation. A section on evaluation is contained in each proposal. Each report includes evaluation as an aspect of it (see Supplement). Special studies have been made from time to time.

Some operational guidelines for CREA are stated in this report. The guidelines as well as the objectives are a base for evaluation. Throughout this report, the elements discussed have been in terms of these guidelines.

For evaluation to take place, evidence must be gathered, and in some way recorded. The methods and types of recording keep changing as CREA developed. In the beginning, records were not kept of some activities because the staff could "remember."

The type of records to be kept are planned to relate to the objectives. Sometimes the difficulties and time required to collect data must be weighed against the value of them. Time spent in administration and record keeping may at times be better spent in responding to the needs of the educators of adults.

The ways CREA collected data include:

1. Record of all requests for materials.
2. Record of all loans. The data are tabulated monthly and related to issues of Newsletters and other mailings.
3. An evaluation form sent out with each package of materials. The ones that are returned are reviewed periodically. Free and qualitative comments are encouraged.
4. A log of each phone call, visit, or activity was kept in early stages.
5. A record of inquiries is recorded sometimes on the desk calendar of the staff.
6. A record of all visitors/users to the CREA center is recorded. It is tabulated each month.

Another example of broad but disturbing evaluation is cited. Since less than 50 percent of the educators of adults on the mailing lists respond in any way to CREA itself, it is evident that alternative ways need to be developed by CREA to assist them in their professional development. Some of them may have access to other resources to assist them in their professional development. Observations such as this one must be identified and heeded. Things are changed by concerted action.

Evaluation and feedback are useful where change results. The following are a few examples of specific ways in which feedback has resulted in change.

1. The bibliographical data on each item are now supplemented by an annotation.
2. The number of exhibits and displays at conferences has been increased.
3. An acquisition list of all holdings was prepared.
4. Newsletters and Federal Register Review now sent out during the summer.
5. The brochure and other materials describing CREA have been expanded.
6. Alternative means of dissemination have increased.

An evaluation plan in terms of the objectives is stated in the proposals. It is clearly conducted and is reported as a part of every report of CREA to the Division of Continuing Education.

Evaluation is thoroughly reported according to guidelines stated in proposals, in each quarterly and yearly reports.

Some special studies have been completed and are included in the Supplement. They are:

(S52) THE FORMATION AND EVALUATION OF THE CREA, Rachel M. SanMiguel (CREA) 1978.

(S53) EVALUATION REPORT ON THE INVENTORY CONDUCTED BY THE CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS, Alexander N. Charters, Edward Gschwender, David Price (CREA), 1979

(S54) EVALUATION OF FEDERAL REGISTER REVIEW, Alexander N. Charters, and Edward Gschwender (CREA), 1979.

Supplement: See Final Evaluation Reports (S46), (S47), (S48), and (S49).

See above (S52), (S53), and (S54).

The basic task in the education of adults is the facilitation of learning by adults. As stated in the beginning of this report, CREA is based on the premise that by improving the characteristics and competencies of adults, the learning by adults as well as the field of adult education will be enhanced. The bottom line of the evaluation of CREA is: Are New York State adults learning efficiently and effectively in accordance with the goals of the sponsor and of the adults? This question pervades CREA.

(S55) Conference Report, David Price.

I. Continuing Concerns

This report has been designed to set CREA in a conceptual framework or context in the field of Resources for Educators of Adults. The mission, goals, and priorities for the project have been stated as of June 30, 1979. Some operational principles have been discussed. The many programs, activities, plans, services have been described. The purpose, change and status of each aspect have been discussed along with the principles and the evaluation. It appears to the Project Director that CREA has been successful and is making a substantial contribution to Resources for Educators of Adults. The sponsors and other readers can make their own judgement in terms of the evidence.

Summary or Set of Recommendations

There are some concluding comments that might be expressed.

1. CREA should be flexible to change with the changes in goals and priorities of the field of Adult/Continuing Education and as approved by the sponsor--the Division of Continuing Education.
2. The operational principles should be modified only when appropriate and then by design.
3. CREA should keep clearly in mind the clientele it is designed to serve. These educators of adults are those persons on the firing line in the small operations and often peripheral operations of the agency. They are often novices in the field.

Even though they are hard to reach and their needs are hard to identify and meet, they should nevertheless continue to be the target group. CREA should not feel that they are compensating or achieving the mission by reaching the easy to reach, that is the scholars, the researchers and the senior practitioners. Continuing communication with educators of adults is necessary.

4. Evaluation of CREA is a continuing concern. The bottom line is whether or not an increasing number of adults are learning more efficiently and effectively. Evaluation of success in achieving this mission requires continuous and perceptive attention.

The Division of Continuing Education in the New York State Education Department, the Office of Education and Syracuse University have made a substantial contribution in funds, personnel, time and effort in CREA. This investment in making Resources for Educators of Adults accessible has produced significant dividends by providing alternatives for their continuing professional development. This activity in turn enhances the whole field of adult and continuing education.

INFORMATION RESOURCES FOR EDUCATORS OF ADULTS

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INFORMATION RESOURCES FOR EDUCATORS OF ADULTS

Because of the interest in, and support for, the education of adults in recent years, there is a growing cadre of educators of adults. Many practicing educators of adults, however, have been in the field a relatively short period of time. Some of them have had pre-entry education, some of them participate in on-the-job training, and some of them are continuing learners. Many are not adequately prepared to function effectively, and many who are prepared are not continuing to learn. A priority and urgent task, therefore, is to plan, implement, and evaluate staff and professional development activities for this group.

It is clear that continuing professional development is a concern of all educators of adults, whatever their roles, functions, or responsibilities. It is also clear that the field requires leaders and pacemakers. While universities and professional associations have frequently been designated to fulfill a special primary role in providing the opportunities for professional development, other educational agencies and individual educators should consider further their own potential roles and responsibilities in this process.

Information resources are a key element in professional development education for the educators of adults. They are also needed for research, to serve both as a data base and as tools of research. Resource programs may bridge the gap between practitioner and the researcher by translating or interpreting research results. In some cases, research may be conducted as part of a resource program.

Because of limited resources and growing needs, the continuing professional development of the educators of adults will be directly influenced by the resources which are available and accessible to them. The purpose of this statement is to provide an overview of the elements, aspects, and issues that need to be considered in planning resource programs which are efficient, effective, and based on the present needs of the users, whether they be practitioners or theoreticians of adult education. This statement is also designed to be useful to adult education agencies and to the individual educators of adults who seek to formulate personal programs for professional development in the context of their life-long education.

PART I. THE CONTEXT OF RESOURCES

A. Who Are the Educators of Adults?

The educators of adults constitute a vast and diversified group, encompassing all those persons who are responsible for and otherwise involved in the education of adults. Engaged in organizing programs in diverse settings at levels ranging from the local community to the national and international scene, they include program and other administrators, supervisors, deans, counselors, librarians and other support service personnel, teachers, faculty and students in adult education, industrial trainers, community developers, community educators, research workers, policy makers, legislators, and board members of adult education agencies.

While some educators of adults function independently, most of them have their base of operation in an agency. These agencies constitute a kaleidescope of public and private organizations with a variety of different missions. Within these organizations, the adult education component may be a major or overall concern, or it may be a peripheral one; more usually it is somewhere between these extremes. Persons working with these adult education components are functioning as educators of adults, although they may not identify themselves as such, and they may not be considered so by their colleagues.

B. The Need for Professional Development

The need for training adult education personnel is documented clearly in at least four recommendations (nos. 26, 29, 30, 32) of the Third UNESCO International Conference on Adult Education held in Tokyo in 1972. Its importance is also explicitly stated by professional associations, government, business, and related to relicensing and tenure.

Because educators of adults are involved in different roles and have different professional backgrounds, they require many varied competencies and characteristics in order to participate and contribute effectively and efficiently. Such characteristics and competencies may be related to their vocation and discipline, or to a particular profession, as well as the educational aspect. Personal characteristics--interest, aptitude, and capacity to learn--also influence effectiveness.

In specific situations, it may be necessary to set priorities or focus on particular aspects of professional development, e.g., programs which prepare educators of adults for entrance to the field. These programs should be articulated with their continuing education as practitioners. Because this task is a large one, this statement focuses on the process of providing information about resources which can be used in the development of their educational competencies and skills, to educators of adults who are currently active in the field.

A resources program can be efficient and effective only when a clear and present need of actual practitioners and theoreticians can be demonstrated, and this paper discusses some of the major issues involved, as well as some of the factors to be considered in the selection, organization, identification, processing, dissemination and evaluation of resources. In addition, some appropriate resources have been identified and cited in this document.

This statement is based on the premise that it is the individual who learns. Because, in the final analysis, it is the learner who sets individual objectives and goals of learning, the challenge is to provide access for learners to a comprehensive range of learning opportunities and alternatives so that the most appropriate ones may be selected for the achievement of these goals.

Agencies, teachers, administrators, librarians, and an array of other organizations and people, in themselves resources, can facilitate the matching of learner and resources; however, the learners themselves must build the bridges or linkages with the resources to achieve their own objectives. Furthermore the learners must learn how to learn, how to build linkages, how to be self-directed. Outside agencies can provide assistance and instruction, but it is, in final analysis, learner's responsibility to become self-directed in learning.

In the following pages, some of the major resources which are especially useful in planning individual learning programs are identified. Formats of these resources include human, print, media, audio, visual, vilms cassettes, microfiche, microfilm, documents, photographs, and computerized and manual search systems. Both the extent of resources available to educators of adults and the types of formats are increasing, and this will lead to additional learning alternatives.

Some criteria that are useful in the development of a resource program accessible to a wide range of educators of adults include:

1. Descriptors which are easily identified and understood;
2. Programs which are readily and immediately usable;
3. Resources which respond to the needs of the user;

4. Resources which are available free or for a nominal fee so that the user is not limited by financial considerations;
5. Programs which are known in a realistic way; and
6. Programs which include continuous needs assessment and evaluation as integral parts.

C. Information Resources for Educators of Adults

It is appropriate to have guides to provide access to information resources for educators of adults. At Syracuse University, for example, two basic documents have been developed. They are (1) Categories of Resources and (2) Descriptive Subject Headings. Developed on the basis of user requests and experience, these documents have been tested with hundreds of users at all levels over the past years by the former Adult Education Clearinghouse of the Educational Resources Information Center/ Adult Educator (ERIC/AE), the Library of Continuing Education, and the Clearinghouse of Resources for Educators of Adults (CREA), all at Syracuse University.

The categories and headings used in these documents were designed specifically for ease of access by educators of adults, and each category and Descriptive Subject Heading (DSH) is given a code number. However, the call number(s) given for each item are those which were assigned by the library or information center where it was originally processed--Library of Congress, CREA, or ERIC--and when items are cited in such lists as acquisitions lists or bibliographies under a DSH (or more) more than one call number may be provided.

In Categories of Resources, citations are grouped by type of resource under six general headings: Social Instruments, Institutions, Publications and Other Information Sources, Administrative Supports, Human Expertise, and Awards. For a detailed listing with subcategories, see Table 1.

The list of Descriptive Subject Headings which was developed for use with the Categories of resources is used for the processing of most adult education materials at Syracuse University. Sub-headings have been developed as appropriate to enhance the effectiveness of the system.

While these schemes are not as complex or sophisticated as those developed by ERIC, the Library of Congress (LC) and the International Bureau of Education (IBE) they are compatible with the more elaborate systems and have been found appropriate in practice at Syracuse University. For example, all of the Descriptive Subject Headings (DSH) appear in the ERIC Thesaurus of Descriptors with the exception of Lifelong Learning, and the Library of Congress has a classification "Education-Adults" under which the DSH are used to describe items more specifically. Bird Library at Syracuse University uses the DSH insofar as possible when cataloging items under Education-Adults in the LC classification system, and the collections of CREA, the pamphlet file, and the collection of masters theses and doctoral dissertations use the DSH with appropriate sub-headings.

The list of Descriptive Subject Headings provided in Table 2 includes some terms following each heading that are useful in indicating its scope.

TABLE I

CATEGORIES OF INFORMATION RESOURCES

A. SOCIAL INSTRUMENTS
   AA Legislation
   AB Policy Statements
B. INSTITUTIONS
   BA Archives and Manuscripts
   BB Documentation Centers
   BC Groups and Committees (Advisory)
   BD Libraries
   BE Organizations and Associations
   BF Professional Development Programs
   BG Publications Centers - Publishers
   BH Research Facilities
C. PUBLICATIONS AND OTHER INFORMATION SOURCES
   CA Abstracting Services
   CB Almanacs - Handbooks - Yearbooks
   CC Bibliographies
   CD Dictionaries
   CE Directories
   CF Encyclopedias
   CG Indexing Services
   CH Information Networks
   CI Library Catalogs
   CJ Periodicals - Newsletters
   CK Photographs
   CL Terminologies
D. ADMINISTRATIVE SUPPORTS
   DA Facilities - Equipment
   DB Finances
E. HUMAN EXPERTISE
F. AWARDS

TABLE 2

RESOURCES FOR EDUCATORS OF ADULTS
DESCRIPTIVE SUBJECT HEADINGS

00	General - several DSH
01	ACCREDITATION - continuing education unit (CEU) - special degrees - credits - certification
04	ADMINISTRATION - management
12	AGENCIES - organizations - sponsors
16	COMMUNICATIONS - dissemination
20	COMPARATIVE - international
24	COUNSELING - personnel - tests
28	EVAKYATUIB
32	FINANCES - budgeting
36	FOUNDATIONS - definitions - assumptions - rights-freedoms - philosophy - theories
40	FUTURES - planning
44	HISTORY
48	INSTRUCTION - methods - materials - facilities - equipment
52	LEARNING - psychology - motivation
56	LEGISLATION - policy
60	LIFELONG LEARNING - lifelong education - education permanente
62	PROGRAMS
64	PROGRAM DEVELOPMENT - needs - objectives
68	PUBLIC RELATIONS - promotion - marketing
72	RESEARCH - problem solving
76	RESOURCES - publications
80	STATISTICS
82	STUDENTS - adults - learners - characteristic
84	TEACHERS - faculty - program administrators - staff
88	TRENDS

D. Lauguage and Resources

Resources for the educators of adults may be secured through UNESCO, the International Bureau of Education (IBE), and other international organizations, as well as through the Organization of American States (OAS) and other regional organizations. These and other organizations use more than one language. Likewise, such national governments as Canada (French-English) and Switzerland (French, German, and Italian) are bilingual or trilingual as prescribed by law. Some government and business organizations which have markets and clients or religious and other special interests in other countries may also provide resources in more than one language.

While publishers may issue resources in more than one language or, in some cases, provide translations, most resources are available in only one language. In some cases, summaries, abstracts, or annotations may be available in more than one language although the original resource is not. Likewise, many educators of adults are themselves able to communicate in more than one language.

However, the language problem can be acute for those beginning or minimally qualified educators of adults who are only in a native language. Significant documents and books are frequently translated only into languages of international trade, and practitioners on the front lines may have little access to resources for their own continuing professional growth because of the limited number available in the appropriate national languages. Thus the matter of translation assumes particular significance when considering the use of international resources.

E. Copyright

In considering resources, attention must be paid to copyright laws. Some laws are applicable in one country, while others are international in scope, e.g., the Revised Copyright Law in the U.S.A. and the UNESCO International Copyright Convention. Such laws need to be observed both in letter and in spirit, since it is not always readily apparent whether an item is governed by copyright laws even when it has not been officially copyrighted. Regulations concerning the amount of a publication which may be copied and/or the number of copies which can be made may vary with the subject and format of the publication.

The issue of copyright has become both increasingly important and more difficult to understand with the development of such technologies as duplicating devices and copying equipment, however helpful they are to the users of resources.

Because of the nature of the mission and activities of educators of adults, they may be particularly sensitive to the spirit of the laws and regulations as well as the legal implications.

F. Finances

The question of who should pay for what pervades the literature on resources for educators of adults. It seems quite clear, however, that any restrictions, whether financial or otherwise, that impede access to materials will definitely and directly decrease or hinder usage. It should be possible to limit the distribution of free resources to people who have a real need for them, thus providing full service to the designated users of a program without charging an otherwise inappropriate fee.

Because finances are always limited to some extent, no one program can cope with all the resources available. Accordingly, priorities have to be set according to selected criteria. Such criteria might include:

1. The needs and objectives of the clientele to be served.
2. The existing resource programs that have been developed or may be coordinated with other agencies.
3. The purposes of the sponsor.
4. The capabilities of the staff personnel and users.
5. The geographic regions or other segments to be served.
6. The financial and other resources that can be obtained or brought to bear on the program.

The sharing of resources does provide wider access to a greater number of resources for more efficient and effective use. Sharing is also an important financial consideration, as it eliminates the need for duplication of some materials.

PART II - CATEGORIES OF SERVICE

A major use of resources is to provide information for valid decision-making by educators of adults on matters ranging from the conceptual to very specific levels. Seeking resources to assist in the decision-making process should be an integral part of both individual and institutional development programs, yet the task of identifying and organizing resources is often delegated (if at all) to a junior staff member with inadequate time or experience to select the appropriate materials or information.

Adult education is gradually acquiring special centers or agencies which concentrate on the provision of information services, with staff qualified in both education and information resources. Such staff can provide a brokering function between users and resources by identifying and making known to individual or agency users materials that fill their information needs. These centers are variously referred to as clearinghouses, libraries, documentation centers, learning centers, resource centers, and so forth.

While the objectives of a specific center of resources may be derived from the priorities given to it by its sponsor, they usually embrace these three categories of service: Identifying and Monitoring Information Needs of Users; Information and Resources Base; Dissemination of Information and Materials.

A. Identifying and Monitoring Information Needs of Users

This category is critical, since the data collected here will structure and order the policies and decisions of the operation. At the inception a set of broad objectives should be developed, followed by the continual monitoring of user needs to guide the design of specific services to implement those broad objectives. A system or process for continuing surveillance of the needs and requirements of users should be created, and its effectiveness continually and continuously tested and evaluated. Often, the dissemination plan and aspects of other services can be developed so as to serve this function also.

B. Information and Materials Resources Base

No information service or resource program can operate without a bank of relevant resources (materials, facts, referral sources), whether it is organized as a library or simply resides in the experience and skills of one or more individuals. In many cases it is not necessary to collect and store the actual resources, such as archival materials. However, information about such materials should be made available, including where they can be located and their accessibility. Elements to be considered in creating and using a data base include:

a. Identify resources

A first step in creating a resource bank is to create a list of types of resources such as Category of Resources which has been developed at Syracuse University.

A second step is to identify further potential or likely sources of resources. It is often useful to use references and other materials as an aid in locating specific resources. This role of brokering is an important one in terms of efficiency and effectiveness.

A third step is to limit the scope of the search. For example, the task may be limited to the needs, objectives or level of the target clientele, to the role played by the sponsor for the center, and/or to the type of categories of resources that have been designated.

Specifically relevant materials and information may be identified through a systematic screening of new publications, output from agencies and individuals active in the field, legislation, research and development programs of government, industry, universities and foundations, conferences, workshops and other sources.

b. Select resources

After the resources are identified, it is necessary to select information and materials. They should be selected according to a carefully developed set of criteria, matched to the needs of the target user population, the funds available, the availability of similar or related information services, the objectives of the agency, the dissemination methods and approaches later to be adopted, and the convenience of the clients. The criteria should be explicit and worked out in consultation with users and/or advisors.

c. Acquire resources

After the resources are selected, criteria should be established for purchase of materials or other procedures established for acquiring information about materials. The selection is to be made in terms of the objectives or function to be served and the level of that function.

d. Process resources

After the resources are acquired, or information about the resources identified but not acquired, it is necessary to process the information in a functional way. It includes indexing, cataloging, and abstracting of the information and materials. Information and materials should be processed so as to facilitate retrieval by the user. It should enable easy and appropriate access by the client to the contents; enable dissemination to be inexpensive, fast and convenient; and facilitate evaluation. The processing and retrieval system may be manual, computerized, or a mixture of both.

C. Dissemination of Information and Materials

When the data base has been identified, selected, acquired, and processed, one may then proceed to dissemination. It may be decided that only information about acquired resources be disseminated, rather than the materials themselves.

An information service ultimately should be judged on the adequacy and effectiveness of its dissemination activities. They form the major key to improve practice in the field and increase competence of the educators of adults. In practice they often have had to develop their own insights to assist them in solving problems. Information systems should develop dissemination strategies to aid the users in augmenting their own resources. Such strategies should be at the international, national, regional, and local levels in order to facilitate the match between user needs and suitable resources.

Whether the resources themselves or only information about them are to be disseminated, the plans and the procedures are generally the same; in each case, visibility and an awareness about the service must be created. It is not sufficient to operate on a "come and get it basis." If a serious commitment has been made to the professional development of educators of adults, its importance, as well as the ease of access, must be made known. Imaginative marketing and public relations strategies should be developed to evoke interest and action from the designated clientele.

Some factors must be stressed to encourage and facilitate the use of resources. The time and place should be convenient, the method of dissemination should be appropriate and usable, the format should be simple, and the response to requests should be prompt. Even with the danger of an occasional loss of materials, simplicity and speed are mandated. It may be appropriate to duplicate material, e.g., to duplicate a cassette or microfiche so that the material need not be returned and can be retained in the client's personal library. If the material is to be returned, labels, packages, and postage should be indicated or provided.

a. Some elements of dissemination:

PUBLICATIONS, such as newsletters, which can be relied on to give succinct and current information about really useful resources such as books, films, articles, programs, significant events, seminars and training opportunities.

REFERRAL SERVICE to materials to libraries, clearinghouses, and other sources for information and materials.

COORDINATION SERVICE may coordinate the services of other centers which provide information and materials.

CONSULTATION SERVICE may be available in various levels and areas.

SEARCH SERVICE OR DATA RETRIEVAL SYSTEMS for locating appropriate materials in computerized data bases.

HOT LINES, telephone numbers, tear-off postcards, mail-in request lists in periodicals are some ways to provide potential users with easy and fast connections to further information and actual materials.

LOAN SERVICES of relevant current materials.

ABSTRACTING SERVICE, which can draw upon national and international sources of particular relevance to the areas users, or to designated groups of users.

PAMPHLETS and other periodic publications.

DUPLICATION SERVICES, including hard copy, microfiche, cassettes, and videotapes are particularly useful when available on demand.

RESOURCE LISTS of organizations, individual consultants and other agencies, key agencies in specific fields or for particular missions, and other resources could be available.

QUERY ANSWERING SERVICES include telephone, mail, telex, perhaps by computer terminal, and in person, which are available to respond to inquiries.

BIBLIOGRAPHIES may be prepared on selected topics.

PROGRAMS and PACKAGES may be developed to serve designated clienteles.

WORKSHOP PROGRAM. A series of local seminars and workshops for practitioners could be focused on information retrieval and use skills as well as on specific content areas of adult education or practitioner-identified problem areas. This dissemination strategy can often be effective only in a limited geographic area; a national program probably could not mount a sufficient number to make a measurable impact. Local and regional services ought to make much more extensive use of this tool, in conjunction with a Field Service.

FIELD SERVICE. All of the above dissemination strategies are operational in some form in most clearinghouses; however, probably the least used strategy is field service mode. A program could be developed to provide workshops and individual human interface between the user and the libraries of resources. A staff member might move about seeking out relevant resources for planners designing programs, doing or commissioning literature searches, conducting workshops of research findings in particular areas and others. Such a person could act as information linker or broker, assessing needs as well as identifying resources. The person would initiate contacts as well as respond to requests, would act as a "traveling salesperson" for the center and would aid in evaluating the other dissemination strategies used.

While such a service might be expensive it could put valuable information resources to work in a way that would justify the huge costs of developing and maintaining these regional and/or national resource banks. Personal network is a preferred information system of most decision makers. Probably it is preferred because it is fast, direct and personal. One interacts with a person, not print, and generally one is not referred more than once or twice before the needed information is acquired. An innovative information extension or field service might serve to stimulate and undergird this personal network with the rich information resources of data bases.

Valuable information services are often offered, too, by persons such as referral agencies, counselors, and brokers. They can assist both the providers of resources and the consumers in gaining access to the resources. These persons interact between the practitioners and the resources, teach people how to use the information and resources, and act as information officers. A good field service or information extension worker makes contact with such local agencies on information personnel and builds them into a resource network that is sensitive to the needs of educators of their region.

b. Personnel

The personnel required depends on the nature and extent of the program or operation. Some types of personnel that may be required include:

(1) Persons familiar with the needs and problems of educators of adults;

(2) Persons knowledgeable about useful resources for educators of adults;

(3) Persons with expertise in documentation and information science;

(4) Persons skilled in the dissemination and promotion of resources, and information about resources; and/or

(5) Support personnel

If the resources are related to another agency, that agency may be able to provide some personnel. Such an arrangement insures the availability of persons with appropriate expertise. Support personnel might also be provided in this manner. The sponsor of a resource program also may have other projects and operations where work relates to most of the center and be able to thus provide or arrange mutual support. Staff may be hired on a part-time basis or a full-time basis, and a possible role for volunteers should be considered. After the personnel have been engaged it is necessary to provide orientation and training. A professional development program including the provision of resources, supported by a commitment from the agency, should be designed for all those persons engaged in activities related to the acquisition and dissemination of resources for educators of adults.

c. Structure and organization

The structure and organization of resources should be developed in order to achieve the objectives and fulfill the functions. However, these may be limited by the sponsoring organization, and they are dependent upon another structure or organization. They may be positively or adversely affected.

d. Facilities and equipment

The facilities and equipment needed depend on the nature and extent of the operation. As with personnel, some facilities and equipment may be provided by the sponsor. In other cases, contracts may be let for such specific items as mailing, storage and processing and purchasing. In other cases, facilities and equipment may be purchased and acquired.

PART III - EVALUATION

An on-going program of evaluation of strategies for monitoring needs, developing services, and disseminating the information and resources, should be designed at the outset. User input into the design, as well as to the evaluation process itself, is essential. In addition to on-going evaluation used to modify services on a continuing basis, an evaluation might be conducted by an outside expert at regular intervals.

Evaluation of elements and aspects of resources for educators of adults as has been described should be in terms of its objectives. The results should be useful to the sponsors, the clients and all other individuals or agencies involved in the activity. Data such as the materials sent out, phone calls, visits, cost, acquisitions, requests and needs and other items should be collected, kept and used for decision-making.

Some basic questions to be considered in an evaluation plan are:

What information is desired?

Who will use the information?

How will the information be used?

What is the target population?

Will data be collected on the entire population, or on a sample?

What data will be collected?

What is the design for data collection?

What are the data collecting procedures?

For the data collected, which analysis will give you the desired information?

Which analytic procedure is best suited to the data?

How will the data be processed?

How will the data be reported?

How can the evaluation process itself be evaluated?

An evaluation plan should be continuous and continuing and extending over all apsects of resources.

PART IV - ACCESSIBILITY

The basic objective of a resources program is to make accessible to the users information and data that will enable the users to achieve their goals. This concern has pervaded this statement.

Knowing how to use resources in order to learn implies the client must be able to use a particular resource in order to relate past experience to present and future objectives.

Only the individual learns, and accordingly he must first learn how to get access to the resources in a way meaningful to the achievement of his or her objectives. The mass of resources for educators of adults requires some short cuts to access.

Some factors must be stressed to encourage and facilitate the use of resources. The time and place should be convenient, the method of dissemination appropriate, and the format should be at the proper level of understanding.

After the resources have become available it is sometimes necessary to assist the learner in using them. This assistance may come in three areas:

(1) How to make decisions about which resources are most appropriate.

(2) How to use the information about resources.

(3) How to use the resources themselves.

This statement describes some of the issues and concerns involved in providing appropriate resources to educators of adults. This accessibility is a significant aspect of professional development for the educators of adults. By improving their effectiveness the field of education for adults may be enhanced.

Excerpts from Proposal

October, 1975 to June 30, 1976

OCTOBER 1975

PROJECT FOR EDUCATORS OF ADULTS

1. Problem: One of the important problems facing Adult and Continuing Education is that of providing learning opportunities for the further development of the educators of adults. The previous experience of directors of public school education and program administrators of other adult education agencies ranges from practically none to many years. Likewise the professional preparation in adult education varies considerably from practically none to advanced degrees and participation in many conferences, seminars and other learning experiences.

   The specific concern of this project is to make the resources available to enhance the competance and capabilities of educators of adults in New York State and particularly in Upstate New York. The clientele may include educators of adults from Adult Basic Education, Public Schools, Community Based Organizations, such as volunteer groups, hospitals, Y's, churches, museums, galleries and senior citizen groups. To meet the needs of these new clientele will require not only additional but some new approaches and formats. It is proposed that personnel be engaged to go out into the community agencies to determine needs, describe the resources, to devise means for making these services and resources available when and where needed. It is important that these personnel recognize that the task is to reach out into the metropolitan areas and communities. The staff may also conduct or arrange day meetings, seminars, workshops and other programs for the clientele. Some of these might be offered for University credit.

   The project is innovative in that:

   It will make appropriate resources available when and where needed by educators of adults.

   It will provide a two-way exchange of information between personnel in the field and the personnel in the resource centers.

2. Objectives: The objectives of the project are:
   1. To identify needs of the educators of adults.
   2. To develop a delivery system to meet the selected needs by providing materials, services and other resources.
   3. To assist the educators of adults in identifying their own needs and in learning how to use materials.

3. Procedures:

   a. General Design: The Project for Educators of Adults would be announced as widely as possible in New York State and particularly in the central region. The adult educators will be encouraged to write or phone in for assistance.

   The Program Director will search out needs that have already been identified by individuals, agencies and other groups including the State Education Department.

   It is planned that personnel be engaged to go out into the surrounding cities and communities to determine needs, describe the resources, to devise means for making these services and materials and other resources available when and where needed. It is important the personnel recognize that the task is to reach out into the region.

The staff will arrange to conduct day meetings, seminars, workshops and other programs for the clientele. Assistance will be provided to help the clientele to identify their own needs and learn how to use the materials. The project will require support staff and services. It is noted, however, that the very substantial base is already available, particularly in the Library of Continuing Education and other resources at Syracuse University which have been developed through government contracts, foundation grants and other sponsors. University credit or Continuing Education units may be offered for some activities.

b. Time Schedule: Considerable "ground work" has been done in preparation for the project. The "tooling up" has been done and the Project Director has been identified. The Program Director will be able to begin in an effective manner immediately after the Project is approved. As a first step, it is planned that the Director will make contact with the field by visits and participation at meetings or conferences.

As soon as possible a group of 3 or 4 persons in the field may be designated as a Committee to be a "sounding board" and to make suggestions about the Project. A similar group may be appointed from the University.

The Project duration is until June 30, 1976 and accordingly the Project must move quickly and deliberately.

A report will be submitted to the SED by July 31, 1976.

c. Operations:

1. The Project Director is responsible for the Project. He is Professor and Area Chairman of Adult Education in the School of Education. The Dean is David Krathwohl.

   The administrative unit is the Office of Sponsored Programs which is responsible to the Vice President for Graduate Affairs.

2. At Syracuse University the Project Director must assure the Office of Sponsored Programs that the support services of the University are arranged before the Office of Sponsored Programs will officially submit a proposal.

3. The Project Director signs all authorizations and expenditures except amounts for overhead and other items as specified in the contract.

d. Cooperation & Coordination with Other Agencies:

This project has been discussed with a number of individuals and agencies.

Mr. Robert French, President of N.Y.A.C.E.
Ms. Rose Mary Pattison, President-Elect of N.A.P.C.E. (meeting in Syracuse in September 1975.)
Metropolitan Syracuse Committee on Continuing Education

Mr. Donald D. Anthony, Director of Libraries, Syracuse University
Mr. Metod M. Milac, Asst. Director of Libraries, Syracuse University
Ms. B. J. Vaughn, Director of Syracuse Library of Continuing Education
Dr. Donald Tobias, Director Center on Community Education

The above persons and others recognize the need and have expressed both encouragement and assistance.

All persons recognize the scope of the task but consider that a substantial progress can be made in the time available.

The Project will be considered in relation to possible development of the National Clearing House on Adult Education.

The Project Director is Chairman of the C.A.E.O. Committee on Continuing Education for Educators of Adults and accordingly aware of related developments.

The Project will be in the English language but there is an awareness of the need for consideration of the Spanish language.

4. Personnel:

a. Project Director - Alexander Charters, Professor of Adult Education and Area Chairman of Adult Education. He was formerly Dean of University College and Vice President for Continuing Education. He has been active in many national and international organizations including AEA, ACHE, NUEA, CAEO, International Council for Adult Education, UNESCO, as well as in community and national areas.

b. Program Director - qualifications specified by Affirmative Action for the position are:

   1. Knowlegeable about, able to use, and disseminate the resources available to educators of adults.

   2. Ability to provide assistance to educators of adults in written and other forms at appropriate times and places.

   3. Experience as an administrator and teacher in public schools and/or other adult education agencies.

   4. Experience and study in Adult Education. Preference given to candidates with a Masters degree in Adult Education or a Masters degree in a closely related field.

   Mr. Donald Holmwood is being actively considered as Program Director.

   A Graduate Assistant will be appointed to assist the Program Director especially in the area of Library Resources.

5. Facilities: Office space and some meeting space is required in Syracuse. This facility and equipment has been arranged.

Use of meeting rooms in communities can be arranged.

6. Evaluation: Evaluations will be conducted throughout the duration of the Project. It is expected that a Committee will be appointed jointly with the sponsor. As the project progresses this Committee will be a sounding board for plans and will offer suggestions for improvement. Another "S.U." Committee will also assist in planning and evaluating the Project.

   Records will be kept of communications with educators of adults. Because this project is to help the educators of adults their judgments on the effectiveness of the project will be primary.

   The effectiveness of procedures and formats will be continually examined.

7. Replicability: The results of this project should suggest ways that the continuing education for education of adults may be expanded and made more effective.

   One suggestion might be that other similar on-going project might be established in the Region. In this case the evaluation of this project would be useful, and the formats and materials that have been developed could be duplicated with some modifications.

ANC

Alexander N. Charters
October 1975

THIS ACCOMPANIED THE APPROVAL LETTER FROM MARY REISS - OCT, 30, 1975

The following shall serve as guidelines for the operation of this project:

1. Syracuse University, through this project, will serve as statewide clearinghouse of information and resources for adult educators.
2. The clearinghouse will provide information and resources to two types of clients: a) institutions conducting staff development activities for adult educators; and b) individual adult education programs and staff.
3. The clearinghouse will obtain and disseminate reports and products of Adult Education Act Section 309 projects both within and outside New York State.
4. The clearinghouse will handle both print and non-print materials.
5. The clearinghouse will by every means make sure that its collection is circulated and readily available upon request.
6. The clearinghouse will work closely with the Division of Continuing Education in the selection of resources to be acquired.

These guidelines, along with the narrative submitted for this project which they modify, shall constitute the basis of its operation.

OBJECTIVES - OCTOBER 1975 - Dr. A. Charters

1. To identify needs of the educators of adults

2. To develop a delivery system to meet the selected needs by providing materials, services and other resources.

3. To assist the educators of adults in identifying their own needs and in learning how to use materials.

OBJECTIVES - FEBRUARY 3, 1976 - A. Charters & D. Holmwood

Design a process to develop a clearinghouse of resources (materials) to serve educators of adults (administrators and teachers) in adult and continuing education.

1. to be a statewide clearinghouse
2. identify the clientele to be served (1st priority to staffs under federally funded programs)
3. identify needs
4. identify resources
5. acquire resources
6. disseminate information regarding resources
7. evaluate the project

OBJECTIVES

RESOURCES FOR EDUCATORS OF ADULTS - 2/12/76

To serve as a statewide clearinghouse of information and resources for educators of adults.

1. to develop a system to identify resources (print and non-print)
2. to develop a system to acquire selected materials from the identified resources.
3. to develop a system for dissemination of information relating to identified resources and for loaning of acquired resources.
4. to develop formative and summative evaluation of the system

The system will be developed by limiting the project to:

1. ESL and Bilingual materials
2. resources relating to proposal writing competencies.

ACTIVITIES

Objective #

1. 1. a. Examine already existing systems

b. Develop procedures for identifying resources

c. Use already existing lists of types of resources

d. Develop the system, compatable if possible, with existing systems of LCE, EPSIS, ERIC.

e. Develop criteria for admissability of resources to system

1. appropriateness

2. relevancy

3 other

f. Develop categories and word lists to provide resources for purposes of inputting, access and retrieval of resources

ACTIVITIES

Objective #	
2.	2. a. Determine availability of identified resources. b. Determine accessability of resources to potential users c. Develop criteria for acquisition of resources
3.	3. a. Develop specifications for descriptions of resources b. Survey target group to determine information needed to select and access resources c. Inform users by newsletters and other media of locations of resources d. Develop methods of getting resources to users e. Inform users of means of access to resources in: systems, libraries and resources centers

Objective #	Outcome #	
1.	1.	A system which will identify and screen resources which will be placed into a clearinghouse for potential users. The system will include a procedure for: a. identifying potential resources b. developing criteria for admissability into system c. developing categories and work lists of resources for purposes of inputting, accessing and retrieving resources
2.	2.	A system for acquiring selected resources. The system will include a procedure for: a. determining availability

OUTCOMES

Objectives #	Outcome #	
2.	2.	b. accessability c. criteria for acquisition d. predicting use e. procedure for acquisition f. classifying and obtaining access to resources
3.	3.	A system for disseminating information about identified resources and loaning of acquired resources.

Excerpts from Proposal

July 1, 1976 to June 30, 1977

PROBLEM

In the proposal for the project "Resources for Educators of Adults," submitted for the year 1975-76, it was stated that there was a lack of educational opportunities for Educators of Adults. The proposal was approved and funded. The operation of the project started in November, 1975. Since then, there have been many instances whereby the need was noticeably displayed.

It must be realized that not all Educators of Adults have had teacher training. There are many persons associated with Adult Education who are volunteers and part-time teachers; few have had more than a cursory experience with training as teachers of adults. There are those volunteers who conduct outreach programs for migrants and inhabitants in rural areas who come to the task armed with great enthusiasm and little conception as to how to achieve the goal of educating the adult. Even those who are trained elementary and secondary teachers frequently lack the specific training to be immediately effective as teachers of adults. Little time is available for perusing literature for new materials, trends, new practices or research findings that are applicable to his/her part-time job of teaching adults. These people, unfortunately, are not in the minority; they represent a large proportion of the number of adults who are concerned with the education of other adults.

At a recent meeting conducted by B.O.C.E.S. for Adult

Basic Education teachers in their county, only 5 of the 30 were associated with public schools. The other 25 represented funded programs for native Americans, volunteer organizations, libraries and church organizations.

It is quite apparent that the Clearinghouse Project, developed and carried out this year should be expanded to deal with this large group whose educational needs are great, including those priority areas outlined by the State Education Department.

The term Educator of Adults includes teachers, administrators, specialists and all other paid and volunteer persons concerned with the Education of Adults.

RATIONALE

During the period that the project Clearinghouse Resources for Educators of Adults has been operating, it has addressed itself to the solution of the previously expressed problem. The project has been concerned with identification, acquisition, referral and dissemination of materials useful to the clientele, the Educators of Adults. One of the unresolved problems is the continued identification of the persons for whom this service is designed. The solution, obviously, will take time and the concern for the identification of individuals and organizations must be continued.

The most useful delivery system in the dissemination process is accomplished through periodic newsletters but other complementary methods will be analyzed and employed where practicable. The practice of making presentations before interested groups has shown promise as a practical method of reaching numbers of practitioners and the practice will be continued and expanded.

In addition to the numbers of materials identified and acquired by the project, there exists at Syracuse University probably the single largest collection of adult education print and non-print materials in the United States. This resource will be drawn upon for the operation of this project.

Both the project director and program director have extended experience in adult education as well as in the operation of programs of this nature.

Research indicates that there is not a similar operation existing in the United States. An ERIC Clearinghouse exists in Northern Illinois and a Clearinghouse has been in operation at Montclair State College for several years but their objectives, operational procedures and clientele are somewhat different from the Clearinghouse Resources for Educators of Adults project which has more specific objectives and is designed to meet the needs of Educators of Adults in New York State only. A large amount of information has been obtained by writing to Directors of Adult Education in other states. A review of this material produced the information that only one program exists that has a commonality with the Clearinghouse Resources for Educators of Adults project. The project director of that program has been contacted and she has promised to share information that might be useful for the operation of the R.E.A.

GOAL

The goal is to enhance adult education in New York State by improving the effectiveness and efficiency of Educators of Adults. This goal will be achieved, in part, by further development of a Clearinghouse of Resources for Educators of Adults.

OBJECTIVES

1. To refine the system for the operation of the Clearinghouse.

2. To continue the identification, acquisition, processing, dissemination and referral of materials in the areas of E.S.L., Bilingual and A.B.E. in accordance with the developing system.

3. To initiate the identification, acquisition, processing, dissemination and referral of materials in the areas of
    - A. Teachers
        1. motivating adults
        2. adapting content for adults (materials and curriculum)
        3. selection of materials for adults
    - B. Administration
        1. program development
        2. long-range planning
        3. programs and public relations
        4. program evaluation
        5. budget and finance
        6. recruitment and selection of staff
        7. cooperation with other agencies

and currently funded 309 projects in accordance with the developing system.

S4-6

4. To evaluate each objective of the Clearinghouse by June 30, 1977 and review each one at one-day seminars conducted by the Clearinghouse staff with invitations going to members of the S.E.D. as well as selected experts in system evaluation and subject areas. These seminars will be held on or about October 15, 1976, March 15, 1977 and June 15, 1977.

4a. Disseminate selected products of N.Y. State 309 programs etc.(see letter to R.Pocyik July 20,1977 with Amendments to objectives.)

EVALUATION

1. Refine the system for the operation of the Clearinghouse to achieve objectives 2 and 3.

2. Evaluation Seminars will be held in October, March and June. A review of objectives and activities will be given to the advisory group which consists of approximately 10 persons who have been associated with the project since its inception.

ACTIVITIES

Reference is to objectives 2 and 3

1. Identification

   2 and 3 - Identify 10 types of sources of information

   2 - Identify 150 additional materials

   3 - Identify 150 additional materials

2. Acquisition

   2 - Acquire identified materials according to criteria

   3 - Acquire 50% of identified materials (250)

3. Processing (time from placing order to shelving)

   Process acquired materials in less than 3 weeks.

4. Dissemination-materials

   a. Send out 10 newsletters
      Make 15 group presentations
      Make 25 personal presentations
      Sendout products of 309 projects
      to N.Y. Stated Continued Education
as recommended by State Education Department

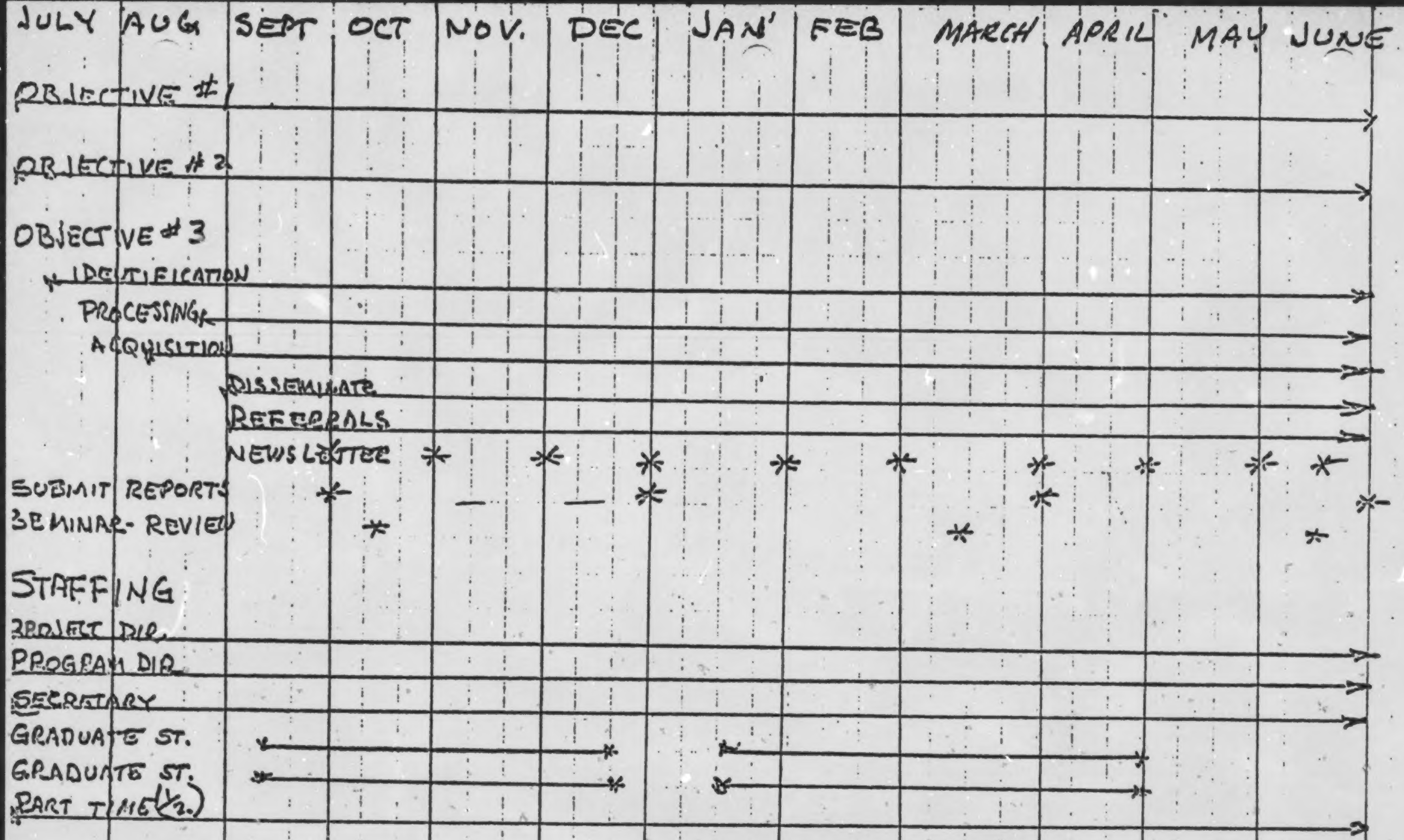
Information

   a. 20 referrals will be made

   b. Extensive use of telephone- during evening hours when rates are low

   b. Loan
      500 items loaned
      Fill requests in 1 day

   c. A procedure will be developed to check the usefulness to the users of the materials or referrals made by the Clearinghouse. This will be accomplished by reply cards, telephone and personal contacts.



RESOURCES FOR EDUCATORS OF ADULTS
218 HUNTINGTON HALL
SYRACUSE UNIVERSITY

78-79

Abstract

The Clearinghouse of Resources for Educators of Adults has completed three years of operation. During this period it has grown from a small basement storeroom with a very modest number of items to a fairly large operation that served over 525 persons for the first nine months of 1977-78.

The goal of the Clearinghouse project, CREA, is to improve the efficiency and effectiveness of the Educator of Adults by acquiring print and non-print materials and then loaning them to adult educators in New York State. These educators are kept informed of the CREA holdings through a monthly newsletter that is sent to more than 2700 individuals, not only in New York state, but nationally and internationally. In addition to the lending services of CREA, reports of selected New York State 309 projects are prepared and mailed upon request.

A somewhat restricted mailing is made weekly of a newsletter that is a summary of the Federal Register. This is mailed to about 125 persons by first-class mail.

Problem

The underlying premise of this proposal is that Educators of Adults suffer from a lack of opportunity to improve their own competencies and efficiencies.

The increasing demands of the position of Adult Educator leaves little time for formal educational programs that might improve the educational competencies of the Educator of Adults. The Clearinghouse of Resources for Educators of Adults is an alternative to the formal course work that many are not able to utilize. During the past 11 months that the project has been operating, 680 persons requested 2100 items from the Clearinghouse. These items represented both print and non-print materials. These figures are an impressive indication of the need that this project has filled. There is little question that increasingly greater numbers of educators will request the loan of materials in the future. For example, an additional 500 names were added to the June newsletter mailing and it is planned to include membership lists of several other organizations in future mailings.

The loan of material, while a very important aspect of the program, is not the single purpose of the project. The dissemination of results of other 309 projects will be one of the major concerns of CREA in the future. During the past year several project results were summarized and disseminated, upon request, to 175 persons indicating that the Educator of Adults has a concern for research.

The population served by this project will be the educators of adults, the teachers, administrators, counselors, and program directors, not the adult student.

CLEARINGHOUSE OBJECTIVES
1978-1979

A. Continue identification, selection, acquisition and dissemination of resources useful to educators of adults.

B. Develop and administer workshops on selected topics as defined by needs of Division of Continuing Education.

C. Respond to needs of Division of Continuing Education as they develop.

D. Continue dissemination of results of selected New York State 309 projects.

E. Encourage linkages between CREA and
1) Adult Education associations such as NYACCE, ACHE in New York, SUNY/Continuing Education, BOCES and Cooperative Extension
2) Adult Education agencies such as Laubach Literacy and Literacy Volunteers

F. Develop and disseminate bibliographies on two levels for Parenting, Gerontology, Handicapped, Lifelong Learning

G. Repeat and recycle previous information of newsletter and previous publications

H. Visit other 309 projects to assist in development of dissemination of results.

I. Encourage and facilitate cooperation and coordination of Adult Education agencies eg. Metropolitan Committee on Adult Education

J. Develop and use other types of dissemination eg. microfiche

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EVALUATION

1. Evaluation will take the form of "yes" or "no" responses to the question of whether CREA has accomplished the objectives as set forth.

2. Qualitative evaluations will take place on a continuous basis as loaned materials are returned with comments from borrowers.

3. A questionnaire will be developed and mailed to a random sample of persons on the mailing list to obtain an evaluation of CREA services.

5. Operation and evaluation of CREA will follow a time line.

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PROPOSED BUDGET - CREA

1978 - 1979

SALARIES		
Project Director	3,276	
Program Director	16,380	
Graduate Assistants (3)	9,150	
Part Time G.A.	2,600	
Secretary	6,550	
		37,956
FRINGE BENEFITS 28%		10,628
OTHER DIRECT COSTS		
Consultant	2,500	
Travel - staff $2,600 - consultant $400	3,000	
Books and Periodicals	2,300	
A.V. Materials	900	
Instructional Materials - misc.	1,500	
Duplicating	4,889	
Postage	2,775	
Publication Costs	5,250	
Telephone	1,200	
Total Direct Costs		24,464
Indirect Costs @8% of T.D.C.		1,957
Total Budget Requested		$75,005

Publication Costs

10 issues newsletter-$180 each	1800
50 issues Federal Register Review	750
Estimated Flyers (6) $115 each	690
Estimated Design Costs, typesetting, etc. $35 each	210
Estimated 4 Project Summarizations at $450 each	1800
	$5250

Duplication

Cost of xeroxing, Copy Center costs, Three bibliographies @ $5 each, 50 copies each $750	$4889

Postage

Mailing of 1500 items to borrowers & general first class mail to delinquent borrowers-$150/month	1800
Mailing of Federal Register-50 issues, 110 users @15¢ each	825
Miscellaneous	150
	$2775

Telephone

Long Distance Business calls, mainly for retrieval of materials $100/ month	$1200

Travel-Conference

Program Director to visit at least four projects with at least 1 follow-up visit during the year - estimated cost up to $100 ea.	$800
Project Director and Program Director to Albany to consult with DCE monitor-12 times-estimated at $75 each	900
Project Director and Program Director- Conference attendance NYACCE, ACHE - $225	900
Consultants-travel-two consultants to be paid for travel involved in evaluation of project	400
TOTAL	$3000

PROPOSED BUDGET - CREA

1978 - 1979

SALARIES		
Project Director		
Program Director		
Graduate Assistants (3)	9150	
Part-time G.A.	2600	
Secretarial	6550	
FRINGE BENEFITS 28%		
OTHER DIRECT COSTS		
Consultant	2500	
Travel - staff 2600 consultants 400	3000	
Books & Periodicals	2300	
A.V. Materials	900	
Instructional Materials-misc.	1500	
Duplicating	6889	
Postage	2775	
Publication Costs	5250	
Telephone	1200	
Total Direct Costs		26,464
Indirect Costs @8% TDC		
Total Budget Requested		

Excerpts from Proposal

July 1, 1977 to June 30, 1978

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PROPOSAL ABSTRACT

This project will address itself to meeting the needs of the educators of adults in achieving personal and professional effectiveness and efficiency. This goal will be partially met through the further development of the Clearinghouse of Resources for Educators of Adults. The Clearinghouse identifies, acquires and disseminates information about materials and the the materials that speciafically relate to the education of the Educator of Adults. Additionally an emphasis will be placed on dissemination and implementation of results of 309 projects that have relevance to New York State Adult Education.

PROBLEM

Underlying the operation of this project has been the basic tenet that Educators of Adults suffer the lack of the very commodity that they are seeking to promulgate, namely the opportunity to improve their own competencies and efficiencies.

Not all educators of adults have the opportunity to attend formal educational programs that might improve thier own status as educators. The operation of the Clearinghouse during the past 20 months attests to the fact that the need exists to offer alternative educational opportunities to the Adult Educator who cannot avail himself/herself of additional formal education as well as those of us who do have the opportunity. During the past 11 months, 407 persons requested 1268 items from the Clearinghouse. The items represented both print and non-print materials. These figures are dramatic indicators of the need that this project fills. The loan of these materials will undoubtedly increase as the mailing list is expanded from the present 2400 names to include educators who are involved in correctional institutions, migrant education and the business-industry sector.

An important function of the Clearinghouse should be in the dissemination of information concerning innovative programs and practices in Continuing Education. Toward this purpose, the Clearinghouse will have as one of its objectives the identification and dissemination of information relating to innovative 309 projects.

The population served by this project will be the educators of adults, the teachers, administrators, counselors and program directors, not the adult student.

RATIONALE

Because this project has been in operation since November 1975, there is an experience factor that can be utilized in establishing a rationale for the continuation of the project. The project has had an enthusiastic acceptance as indicated by the fact that a large number of educators of adults have availed themselves of the service of the Clearinghouse (407 persons for the 11 month period requested 1268 items).

Syracuse is a medium size university but it boasts some outstanding features that will enhance the operation of the Clearinghouse. One of the nation's outstanding Schools of Communication exists at Syracuse University with television, radio and journalism departments; probably one of the country's most extensive collections of adult education materials is housed on the university campus in Bird Library; a dynamic School of Education, coupled with the support of community based organizations such as the Onondaga Public Library, the Metropolitan Adult Education Council, Laubach Literacy and Literacy Volunteers of America produce a wealth of resources that will be drawn upon for the operation of the Clearinghouse.

A comprehensive search of projects entitle "Clearinghouses" has failed to uncover any whose activities parallel the proposed activities of CREA.

77-78

THE GOAL

The goal of this project is to improve the efficiency and effectiveness of the Educator of Adults. This goal will be achieved in part, by:

a. further development of the Clearinghouse of Resources for Educators of Adults

b. dissemination of results of successful 309 projects

PROPOSED

PROJECT SUB-GOALS 1977-78

A. Further development of CREA activities already underway.

B. Dissemination of results of selected 309 Projects.

THE CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS

The goal of this project is to improve the efficiency and effectiveness of the Educator of Adults. This goal will be achieved in part by:

SUB-GOAL A

Further development of CREA activities already underway

Objectives

1. Identify materials to be placed in CREA
2. Select materials to be placed in CREA
3. Process materials
   a. acquire
   b. index
   c. store
4. Disseminate information
5. Loan materials
6. Produce and mail newsletters
7. Identify additional clientele
8. Produce bibliographies in selected areas
9. Identify personnel to serve as resource persons in selected topics and concerns
10. Evaluate the system

Activities

1. Identify, acquire and process 100 items of material covering areas of ESL, Bilingual, GED, APL, education of migrants and education of handicapped adults and older adults.
2. Develop 10 newsletters listing the materials acquired by CREA, three of which will be on special topics.
3. Loan at least 1000 items from CREA for the period 7/1/77 to 6/30/78
4. Acquire mailing list of corrections educational personnel by 11/15/77 for inclusion mailing
5. Secure N.Y. ASTD mailing list for CREA newsletter
6. Develop bibliographies for migrant education, correctional, handicapped and older adults
7. Utilize N.Y. State Needs Assessment to

SUB-GOAL B

Dissemination of results of selected 309 Projects

Objectives

1. Assist DCE in developing publicity for special projects and special events
2. Help projects designated through DCE to develop products for dissemination
3. Develop guidelines of dissemination to assist projects in early stages of development
4. Assist DCE in development of training sessions in dissemination of project results
5. Implement dissemination plan as developed by DCE and CREA, using model of Southern Regional Education Board

Activities

1. Produce 5 different project reports for dissemination in booklet form.
2. Produce one-page flyers for 7 projects
3. Produce a flyer for the DCE listing special 309 projects for 1977-78.
4. Prepare 5 dissemination plans for DCE selected projects. Each plan to require about 5 or 6 man-days including on-site consultations.
5. Prepare a tabulated follow-up of users of 2 products to determine usefulness of material as well as reactions to the service rendered by CREA.

establish concerns and needs, then solicit names of resource persons from the NYSDCE, NYACCL and selected individuals

8. Refine the card accompanying loaned materials to secure additional responses

Relationship of Objectives to Activities

Objective A	1	2	3	4	5	6	7	8	9	10
Activity A	1	1	1	2,3	2,3	2,3	4,5,6	6	7	8

Relationship of Objectives to Activities

Objective B	1 2 3	4	5
Activity B	1 2 3	4	5

EVALUATION

1. Evaluation will take the form of "yes" or "no" response to the question of whether CREA has accomplished objectives A1-A10, B1-B5

2. Qualitative evaluations will take place on a continuous basis as loaned materials are returned with comments by the borrowers

3. Three scheduled meetings of the local advisory group will produce another evaluation

4. Operation and evaluation of CREA will follow a time line.

OUTCOMES OF ACTIVITIES RELATING TO SUB-GOALS

SUB-GOAL A

Activity

1. Identify, acquire, process 100 items of material concerning ESL, Bilingual education, G.E.D., APL, education of migrants, handicapped and older adults

Outcome

1. CREA holdings will be increased and this will produce an increase in the circulation of materials

Activity

2. Develop 10 newsletters listing the materials acquired by CREA; three newsletters will be devoted to special topics.

Outcome

2. These newsletters will stimulate the borrowing of professional materials and improve personal and professional competencies.

Activity

3. Loan at least 1000 items from CREA for the period 7/1/77 to 6/30/78

Outcome

3. Increased borrowing should increase personal and professional competencies

Activity

4. Acquire mailing list of corrections educational personnel by 11/15/77 for inclusion on mailing.

Outcome

4. Educational personnel in corrections work will have access to new materials which will produce better instruction

Activity

5. Secure N.Y. ASTD mailing list for CREA newsletter

Outcome

5. ASTD members will become more cognizant of current educational practices

S5-9

SUB-GOAL B

Activity

1. Produce 5 different project reports for dissemination in booklet form

Outcome

1. Adult educators who read the reports will implement the useful practices

Activity

1. Produce one page flyers of 7 projects

Outcome

1. Information on the flyer will produce requests for additional information

Activity

1. Produce a flyer for the Division of Continuing Education listing special 309 projects for 1977-78

Outcome

1. Flyers will produce requests for additional information

Activity

1. Prepare 5 dissemination plans for DCE selected projects. Each plan to require 5 or 6 man-days including site consultations.

Outcome

1. As a result of pre-planning for dissemination, projects will produce better documents which will enjoy more readership and as a result, implementation of practices.

Activity

1. Prepare a tabulated follow-up of users of 2 products to determine usefulness of material as well as reactions to the service rendered by CREA

Outcome

1. CREA services will be made more responsive to the needs of its users.

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S5-GOAL A

Activity

6. Develop bibliographies for migrant education, correctional education and handicapped and older adults

Outcome

6. CREA will attempt to acquire the majority of the titles on the above bibliographies

Activity

7. Utilize N.Y. State Needs Assessment to establish concerns and needs, then solicit names of resource persons from the NYSDCE, NYACCE and selected individuals.

Outcome

7. CREA will be able to reger questions on specific subjects to well qualified individuals who are in close proximity to the person asking the question.

Activity

8. Refine the card accompanying loaned materials to secure additional responses

Outcome

8. Additional reactions to CREA services should produce increased responsiveness to the professionals who use the services.

CLEARINGHOUSE OPERATION 1977-78

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Identify 100 new items, acquire and process them	x	-	-	-	-	-	-	-	-	-	-	x
Produce 10 newsletter		x	x	x	x	x	x	x	x	x	x	
Secure additional lists of educators in correctional institutes and migrant education a add to mailing list	x	-	-	-	x							
Produce bibliography of materials useful in correctional facilities & migrant education	x	-	-	-	x							
Schedule 3 meetings of advisory group					x	-	-	-	x	-	-	x
Plan and develop 2 training sessions to institutionalize 309 project		x	-	-	-	x		x	-	-	x	
Meet in Albany with project monitor twice a month	x-x	x-x	-	x-x	x-x	x-x	-	x-x	x-x	x-x	-	x-x

Excerpts from Proposal

July 1, 1978 to June 30, 1979

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ABSTRACT

The Clearinghouse of Resources for Educators of Adults has completed three years of operation. During this period it has moved from a small basement storeroom with a very modest number of items to a fairly large suite of rooms with about 1400 pieces of educational materials. It served over 680 persons and loaned 2100 items during the first eleven months of 1977-1978.

The goal of the Clearinghouse project, CREA, is to improve the efficiency and effectiveness of the educator of adults by acquiring print and non-print materials and then loaning them to adult educators in New York State. These educators are kept informed of the Clearinghouse holdings through a monthly newsletter that is sent to more than 2700 individuals in New York State. In addition to the lending services of the Clearinghouse, reports of selected New York State 309 projects are prepared and mailed upon request.

A selected mailing is made weekly of a newsletter that is a review of the Federal Register. This summary includes notices relating to adult education. This is mailed to about 125 persons by first class mail.

In 1978-79, CREA will continue on-going projects and also assume new directions as specified in the objectives. In addition there is flexibility to assume tasks as specified by the Division of Continuing Education.

This project is based on the assumptions that a) adult education is a means for societal development and improvement

of the quality of life, b) that adult education will be enhanced according to the characteristics and concepts of educators of adults and c) the access to resources is a necessary component for professional development of educators of adults.

PROBLEM

Educators of Adults suffer from a lack of opportunity to improve their own competencies and efficiencies. Not all educators of adults have the opportunity to attend formal educational programs that might increase their competencies. During the past 29 months that this Clearinghouse Project has been in operation, hundreds of Adult Educators have made use of the services, an indication of the need for professional development that continues to exist. During the past 10 months 675 individuals borrowed a total of 2291 items. These figures are increasing each year as CREA reaches additional numbers of those classified as Adult Educators.

This project is designed for the teacher, administrator, and counselor, not for the adult student.

RATIONALE

This project has been in operation since November 1975. The experience of the Clearinghouse clearly fills a gap in the professional development of the educator of adults. As an example of the increased use of the Clearinghouse facilities, the following figures are cited for the first 11 months of the year.

	1976-77	1977-78	% Increase
# of persons requesting material	407	675	65.9
# of items requested	1268	2291	80.1

Syracuse University has an outstanding School of Education with a commitment to adult education. The resources of the University will be relied upon as well as the support of community organizations such as the Syracuse Metropolitan Adult Education Council, Laubach Literacy and Literacy Volunteers of America.

A comprehensive search of projects entitled "Clearinghouse" has failed to produce any whose activities parallel CREA.

Dissemination of selected 309 project results will be a major objective of the Clearinghouse activities for 1978-79.

CLEARINGHOUSE OBJECTIVES

1978-1979

A. Continue identification, selection, acquisition and dissemination of resources useful to educators of adults.

B. Develop and administer workshops on selected topics as defined by needs of Division of Continuing Education.

C. Respond to needs of Division of Continuing Education as they develop.

D. Continue dissemination of results of selected New York State 309 projects.

E. Encourage linkages between CREA and
   1) Adult Education associations such as NYACCE, ACHE in New York, SUNY/Continuing Education, BOCES and Cooperative Extension
   2) Adult Education agencies such as Laubach Literacy and Literacy Volunteers.

F. Develop and disseminate bibliographies on two levels for Parenting, Gerontology, Handicapped, Lifelong Learning

G. Repeat and recycle previous information of newsletters and previous publications.

H. Visit other 309 projects to assist in development of dissemination of results.

I. Encourage and facilitate cooperation and coordination of Adult Education agencies eg. Metropolitan Committee on Adult Education.

J. Develop and use other types of dissemination eg. microfiche.

CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS

The goal of this project is to improve the efficiency and the effectiveness of the Educator of Adults. This goal will be achieved in part by:

Sub Goal A

Further development of CREA activities already underway

Objectives	Evaluation
A. Continue identification, selection and dissemination of resources useful to the educator of adults	A. Will consist of quantitative measures of acquisitions and dissemination
B. Develop and administer workshops on selected topics as defined by needs of DCE	B. This objective will be evaluated qualitatively by workshop participants using the evaluation sheets utilized by the Division of Continuing Ed.
C. Respond to the needs of the DCE as they develop	C. Measured qualitatively by the DCE's reaction to Clearinghouse activities relative to DCE's needs
D. Repeat and republish information of newsletter and previous publications.	D. Those on mailing list will be asked to respond to a questionnaire regarding usefulness of materials, etc.
E. Develop and disseminate bibliographies on two levels for Parenting, Gerontology, Handicapped ~~and Lifelong Learning~~ KJ	E. Persons receiving bibliographies will be asked for comments regarding reactions

Sub Goal A

Activities	Outcomes
A. Identify, acquire and process 150 items of material covering areas of ESL, Bilinqual, GED, APL, education of migrants, older adults and education of the handicapped	A. Additional acquisitions will increase the number of persons using facilities and services of CREA Additional items will also cut down on waiting list.
B. Develop 10 newsletters listing the materials acquired by CREA, three of which will be devoted to special topics	B. Newsletter dissemination should increase the number of items borrowed and the number of persons using CREA services.
C. Loan at least 1000 items from CREA for the period 7/1/78 - 6/30/79	C. Increased use of CREA facilities should help produce improved Adult Education programs throughout the state
D. Republish acquisition lists, newsletters or other materials. Produce a weekly summary of the Federal Register and mail to selected individuals on a weekly basis	D. Federal Register summary should increase the number of federal projects in New York State
E. Develop bibliographies on two levels for Parenting - finish by 11/15/78; Gerontology - finish by 1/15/79; Handicapped - finish by 3/15/79 ~~and Lifelong Learning - finish by 4/15/79~~ NJ	E. Production and dissemination of various bibliographies should improve programs

CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS

Sub Goal B

Dissemination of Results of selected 309 Projects

Objectives	Evaluation
A. Continue dissemination of results of selected New York State 309 projects	A. Those receiving results of selected 309 projects will be asked to respond regarding their reactio
B. Visit other 309 projects to assist in development of the dissemination of results	B. Will consist of asking reactions of those who requested summarized project results

Sub Goal C

A. Encourage linkages between CREA and 1. Adult Education associations such as NYACCE, ACHE in New York, SUNY/Cont. Ed., BOCES and Cooperative Extension 2. Adult Education agencies such as Laubach Literacy, Literacy Volunteers and Metropolitan Syracuse Committee on Adult Education	A. Evaluation of this objective will consist of number of associations and/or agencies who refer their members to the Clearinghouse services

Sub Goal B

Activities	Outcomes
A. Develop flyers and summaries of 5 completed 309 projects Send copies of summaries of selected 309 projects to adult educators who request same	A. Dissemination of results of 309 projects should encourage project replication and better research
B. Visit four project sites and work with project manager in development of the dissemination of results	B. Planning for eventual dissemination of project results should produce a more objectively organized project. Visitations should help reduce barriers that could develop in this relationship

Sub Goal C

A. Attend one executive meeting of NYACCE, SUNY/Cont. Ed., ACHE to encourage their members to use CREA Identify and work with presidents of Adult Education agencies such as Laubach Literacy, Literacy Volunteers and Metropolitan Syracuse Committee on Adult Education to encourage utilization of CREA's resources.	A. Attendance at executive meetings of organizations should produce a better relationship between CREA and individuals and in turn increase the utilization of CREA and make CREA more responsive to needs of practitioneers

CLEARINGHOUSE OPERATION 1977 - 1978

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Identify, acquire and process 1500 new items	X	-	-	-	-	-	-	-	-	-	-	X
Produce and mail 10 newsletters			X	X	X	X	X	X	X	X	X	X
Secure additional lists of educators in cooperative extension, correctional institution		X	-	-	X							
Prepare bibliography of Gerontology			X	-	-	-	X					
Schedule two meetings of advisory comm.			X							X		
Meet with project director of 309 project to develop dissemination				X								
Meet in Albany with Project Monitor	X	X	X	X	X	X	X	X	X	X	X	X

PERSONNEL

Program Manager - Part-time professional

Alexander N. Charters is Professor of Adult Education and Area Chairman of Adult Education in the School of Education, Syracuse University. He was formerly Dean of University College and Vice-President for Continuing Education. He has been active in many national and international organizations including AEA, ACHE, NVEA, CAEO, International Council for Adult Education, and UNESCO as well as in Community and national affairs.

Program Director - Full-time professional

Donald P. Holmwood has been Program Director of this project since it began in November 1975. He has held the position Director of Adult Education and Director of School Community Relations in a relatively large urban school system. He was an Assistant Dean in the Division of Continuing Education at SUNY/B and was responsible for the operation of the Office for Credit Free Program. He is a past president of the Niagara Frontier Adult Education Association and the New York Association for Continuing/Community Education.

1 Secretary - Full-time

3 Graduate Assistants - Half-time--2 semesters

Graduate Assistants work 20 hours per week. Each will be from the area of Adult Education and will be knowledgable about trends and practices in the field.

1 Clerical Assistant - half-time

This person will be available during the summer peak load periods when graduate student help is not available.

Consultant

On three occasions a consultant will be employed who will act as an evaluator. The person will have expertise in the area of evaluation.

FACILITIES

The Clearinghouse project is currently housed in room 224C. This is the third location for the shelving of the holdings. Each move was into larger quarters and we are again looking for a larger room to store the ever-increasing numbers of items acquired (1400).

The Program Director will continue to occupy an office in 224A with the secretary in the outer office (224B).

Graduate assistants will be housed in room 218.

Excerpts From Proposal

July 1, 1979 to June 30, 1980

1. Priorities to be Addressed

This project is based on the premise that the development and enhancement of the education of adults in the immediate and long term future depends on the commitment, characteristics, and competencies of the educators of adults who are assigned to or responsible for it.

Clearinghouse: Resources for Educators of Adults (CREA) has been set up as a state-wide project for identifying, collecting, disseminating, and producing resources to assist educators of adults in fulfilling their tasks at whatever level they are functioning; but specifically in the areas included in the Adult Education Act as given priority by the Division of Continuing Education, New York State Education Department.

Educators of adults have many roles and titles and accordingly are not always identified with or identifiable as educators of adults. They are working in a variety of agencies stated in the summary of the amendments: public schools, business, labor, unions, library, universities, public health authorities, anti-poverty programs, churches, fraternal and volunteer organizations, and representatives of special adult populations. Community education agencies are also included in the scope of CREA.

CREA is concerned with resources and information about resources. CREA resources include a variety of formats such as: human, print, media, audio, visual, films, cassettes, microfiche, microfilm, documents, books, as well as automated and manual systems.

To facilitate the achievement of CREA's mission, learning resources are identified, disseminated, and evaluated. CREA makes these resources accessible at the right time and in the right place.

Some of the activities of CREA include: mailing of newsletters describing recent acquisitions, compiling bibliographies, lending materials, exhibits, presentations, assistance at conferences and workshops, and setting up resource units in adult education agencies.

2. Rationale (for new projects only)- not applicable

Summary of Activities 1978 - 1979

3. A. During the 1978 - 1979 fiscal year CREA staff engaged in a wide variety of activities and worked toward the achievement of the goals and objectives established for the year. Below are listed those activities and accomplishments which are considered as contributing to CREA's mission:

1. From July 1978 through May 1979, CREA loaned 1624 items to 740 educators of adults throughout New York State.

2. From July 1978 through April 1979, CREA staff responded to 50 telephone requests for services and 50 mail inquiries.

3. From July 1978 through May 1979, CREA produced 10 newsletters and distributed them by mail to 3200 educators of adults on a regular basis.

4. From July 1978 through May 1979, CREA produced 31 Federal Register Reviews and distributed them by mail to 136 educators of adults on a regular basis.

5. From July 1978 through June 1979, CREA acquired 350 print and non-print items and processed them into the CREA system. Each item processed is assigned a CREA number, 1 to 3 descriptive subject headings, and is annotated. In addition, each item is listed on a title card, author card, and a serial acquisition card.

6. From July 1978 through April 1979, 335 persons visited CREA. The office is open daily Monday through Friday, 8:30 am - 5:00 pm.

7. In April 1979, CREA conducted an evaluation of the Federal Register Review. The major finding of that evaluation was that over $4 million dollars was obtained for public and private agencies in grant monies based on the initial notification of unding opportunities provided by the Review.

8. CREA staff set up manned and unmanned exhibits of resources for educators of adults at the following locations:

    a. NYACCE Conference - Grossinger's, Liberty, New York

    b. New York Association of County Governments - Grossinger's, Liberty, New York

    c. New York State Parks and Recreation Association - Nevele, Ellenville, New York

    d. Regional Meeting. NYSPRA, Syracuse, New York

    e. Upper Catskill Association for Continuing/Community Education, Cooperstown, New York

In addition, CREA sent over 3,000 pieces of free literature to be distributed at other state and regional adult education related meetings and conferences.

9. CREA staff members attended and participated in a variety of conferences, workshops, and meetings throughout the year:

    a. NYACCE - Grossinger's Liberty, New York

    b. NCEA - Nashville, Tennessee

    c. AEA - Portland, Oregon

    d. Central New York Center for Community Education Workshops (2) Syracuse, New York

    e. ACHE regional meeting - Albany, New York

    f. NAPCAE

    g. ACHE

    h. Upper Catskill Association for Continuing/Community Education - Cooperstown, New York

    i. Womanschool Workshops on Women Administrators (3) - Buffalo, Syracuse, New York City. The program director conducted an evaluation of these workshops

    j. ESL workshops - Syracuse, New York. CREA has hosted 4 of these workshops

    k. Metropolitan Committee on Adult and Continuing Educaation (10)

    l. Syracuse Metropolitan Committee on Cable T.V. (3)
    In addition, individual staff members have met with a variety of other agencies to discuss services and product development.

10. CREA produced "I Love New York: Innovations in Continuing Education," a summary of all New York State 310 projects and distributed copies to 3500 educators of adults.

11. During FY 1978 - 1979, CREA produced 3 bibliographies: grantsmanship, community education, and educational brokering. These have been distributed to 250 educators of adults.

12. During FY 1978 - 1979, CREA produced for publication:

    a. Acquisition List: Clearinghouse: Resources for Educators of Adults by Descriptive Subject Headings

    b. Professional Development for Educators of Adults: A Bibliography

    c. Newsletters: Clearinghouse: Resources for Educators of Adults: January 1975 - June 1978.

    d. Annotated Bibliography for the Education of Public Offenders - by Descriptive Subject Headings

These four documents have been entered into the ERIC and Library of Congress systems.

13. During FY 1978 - 1979, CREA produced and ERIC/EPSIS Packet which describes how to use both systems. The packet is distributed free of charge and is mailed to educators of adults who request CREA services.

14. Since May 1979, CREA has been conducting a complete inventory of all items in the collection. The inventory will ascertain the following:

    a. CREA number.

    b. Number of copies

    c. Source of item - purchase, gift, from whom

    d. Print or non-print

    e. If item is annotated

    f. Number of times loaned

    g. Evaluation of items loaned

    h. Number of items lost or missing.

15. From June 1978 through May 1979, CREA has developed CREA resource centers located in offices of adult education agencies. Currently, these centers are located at:

    Laubach Literacy - Syracuse, New York
    Cooperative Extension - Mexico, New York
    Utica College - Utica, New York
    Adult Basic Education, Syracuse, New York
    Onondaga BOCES - Syracuse, New York
    Community Hospital - Syracuse, New York

    They are designed so agency members can have direct and immediate access to a sample of resources from CREA. These resources are rotated on a regular basis.

16. During FY 1978 - 1979, CREA staff developed order forms for loan items and a new evaluation form for items loaned.

17. During FY 1978 - 1979, CREA staff have met with project monitor, Mr. John Hatfield and other staff members of the New York State Division of Continuing Education on a monthly basis. These meetings have provided both organizations with an open channel of communication to share ideas and activities.

18. During FY 1978 - 1979, CREA has developed labels for the front and and binders for folders to hold CREA materials. These folders are made available at cost to educators of adults.

19. During FY 1978 - 1979, CREA has loaned materials for showing on the public access channel of Syracuse Cable TV Systems.

20. In August, 1978, CREA moved its location to room 223 Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, New York. The move provided a larger storage area and facilities for CREA. In addition, CREA made available 11 pieces of AV equipment for use with CREA non-print materials.

21. During FY 1978 - 1979, the Adult Education Area hosted 2 luncheons for 25 university personnel who contributed to the effectiveness and efficiency of CREA operations.

3. B. CREA has had a history of continuous development and expansion of its goals, objectives, and activities since it began operation in 1975. Through these years CREA has initiated and expanded its activities in order to achieve its main mission of addressing and serving the needs of professional educators of adults through the provsion of resources and information about resources to these educators.

Many of the activities conducted during FY 1978 - 1979 relating to CREA's missions, goals, and objectives, will continue into and throughout FY 1979 - 1980. Such activities as the identification, selection, and acquisition of resources, the loaning of items, conference and meeting exhibits, newsletters, the Federal Register Review, dissemination of information on 310 projects, developing products and services, and linkages with other agencies will be continued, expanded, and improved in quality throughout FY 1979 - 1980.

It must be noted, however; that CREA has been developing and changing over the years to meet the needs of educators of adults within New York State. During 1979 - 1980 it is expected that CREA will continue to be sufficiently flexible to adapt to unanticipated situations and thereby respond to necessitated changes which do not appear in the proposal. Such changes, as well, may cause further changes in the proposal, particularly in regard to the timeline. Any major changes in the proposal will be discussed with and approved by the State Education Department.

In addition, two problems continue to "nag" the staff of CREA. Obviously, the tasks continue to be worked on and will next year. They are: does CREA really improve the effectiveness of learning by adults?; and, how can the educator of adults be motivated to use resources other than those mentioned in the previous current newsletters and other mailing pieces?

Sections 4 - 7

4. Goals

5. Objectives

6. Evaluation

7. Activities

Goal

I. During the 1979-80 fiscal year, CREA staff members will continue the identification, selection and processing of resources for use by New York State Educators of Adults.

Objectives

I. A. During the 1979-1980 fiscal year, CREA staff members will identify, select, and process 200 items for the CREA collection. Items will be identified and acquired according to established acquisition criteria from suggestions by clientele and from a variety of other sources. By June 30, 1980, the Clearinghouse: 1) will acquire and process 200 items in the collection; and 2) will increase the size of its collection to 1800 print and non-print items.

B. During the 1979-1980 fiscal year, CREA staff members will compile a master mailing list of all major publishing houses, adult and community education journals, and authors and sponsors so as to be currently informed on the publishing of new resources.

C. During the 1979-1980 fiscal year CREA staff will increase holdings in the collection provided by the State Education Department and other sources.

D. During the 1979-1980 fiscal year, CREA staff will compile a resource file of suggestions from users to be used in reviewing materials for possible acquisition. In this way, there will be less chance that useful resources will be overlooked.

E. During the 1979-1980 fiscal year, CREA staff members will annotate all items processed into the collection and will complete annotations of 100 items acquired but not yet processed. By annotating all items, the entire collection will be annotated thereby allowing potential users to have a better understanding of all items in the collection. By June 30, 1980, all items in the collection will be annotated using descriptive subject headings and stored in a master file in the CREA office. In addition, an annotated collection list will be prepared for distribution by loan to users of Clearinghouse resources. These activities will enable users to make knowledgeable choices and will decrease the number of loan evaluation responses which state loaned materials were "of little value."

Evaluation

I. A. 1. A hand count of itmes will be conducted in June, 1980, by a staff member using acquisition cards to determine if 200 items were acquired during the 1979-1980 fiscal year.

2. A hand count of items will be conducted in June, 1980, by a staff member of all items in the CREA collection to determine if the numbers of items in the collection total 1800.

B. 1. By June 30, 1980 a master mailing list of all major publishing houses, adult and community education associations, and authors and sponsors will be completed. Accuracy and completeness will be checked against other Clearinghouse mailing lists, Books in Print, and other sources.

C. 1. During June, 1980, a staff member will use acquisition cards to hand count the number of items provided by the State Education Department and other sources.

D. 1. By June, 1980, a user suggested resource file will be completed. During June, 1980, a staff member will determine how many of these resource suggestions resulted in the eventual acquisition of items.

E. 1. During June, 1980, a staff member will review all acquisition cards to determine if each item is annotated, classed under 1 to 3 Descriptive Subject Headings, if it has CREA acquisition number, author, title, publisher, date of publication, number of pages, and type of publication.

2. By January 1, 1980, an annotated collection list will be completed and distributed by loan to users of the Clearinghouse. By June 30, 1980, its effectiveness will be determined by comparison against users' rates from the period January 1 - June 30, 1979, and by loan evaluation reports. In addition, a survey of users will be conducted during the spring 1980 to determine if annotations are useful to them; if so, how; if not, how they could be improved; and asking them for suggestions to improve the system.

Activities

I. A. 1. Identification and selection of resources

Each week during the 1979-1980 fiscal year resource items will be identified, reviewed and selected for purchase. Items will be identified and selected for purchase by the graduate assistant based on review of: literature from major publishing houses, adult and community education associations, education periodicals and journals, authors and sponsors, bibliographies, and class reading lists. Items will be selected for purchase if: they are written in English; under $15.00 (if over $15.00, the item will be discussed with the program director); suggested by State Education Department person, faculty member, or CREA user; are related to adult continuing education, community education, post-secondary adult education or if they are related to a selected topic, e.g. proposal writing, communication, etc. Once selecting items, the graduate assistant will check to determine if they are already in the collection. If they are not, the items will be given to the CREA secretary who will order them.

2. Processing of resources

Items which are purchased or given will be processed into the collection as they arrive. Each item will be assigned a CREA number by the secretary who will also prepare author and title cards for the CREA file. The item will then be given to a graduate assistant who will review the item and prepare an annotated acquisition card. The card will contain the CREA acquisition number, author, title, publisher, date of publication, number of pages, and type of publication. The graduate assistant will also classify the item under 1 to 3 Descriptive Subject Headings and will write an annotation on the item. The card will then be given back to the secretary who will use the card for the annotated monthly newsletter. (For information on newsletter see Goal II-Activities A.1.) It will then be placed in the acquisition master file.

B. 1. Compiling a resource source list

Graduate assistant will compile a master resource source list on a continuous basis as new information arrives from a variety of sources. The resource list will be grouped under four areas: a) major publishing houses, b) adult and community education associations, c) education periodicals and journals, d) authors and sponsors. It will contain the name, address and telephone number of organization and individual. If the Clearinghouse is not already on the mailing list of these organizations, the graduate assistant will write to request that CREA's name be placed on their mailing list.

C. 1. Acquiring items from the State Education Department and other sources

The program director will be responsible for acquiring items from the State Education Department and other sources (primarily Syracuse University). The program director will do so through the establishment of personal (written, verbal, on-site) contacts with representatives from the State Education Department and other sources.

D. 1. Compiling a user suggested resource file

Using the newsletter and other CREA materials, the program director will formally invite users to make suggestions for items which they believe merit inclusion in the CREA collection. This formal invitation will be made at least 3 times during the 1979-1980 fiscal year. A graduate student under the direction of the program director will maintain a file of user suggestions and add to the file as new suggestions arrive.

E. 1. Annotating all items in the collection

By June 30, 1980, all items in the CREA collection will be annotated by the graduate assistant using the process described in section Goal A. Activities I.A.2. This update of the annotation will be done on a continuous basis beginning on July 1, 1979. By January 1, 1980, a revised annotated collection list will be prepared for dissemination by loan and purchase. It will be designed in such a way so as to allow new acquisition pages to be entered as they are completed.

Timeline

Continuous Activities Throughout FY '79-'80:

1. Identification, selection and processing of resources for use by New York State Educators of Adults.
2. Compiling a master resource source list.
3. Acquiring items from the State Education Department.
4. Acquiring items from other sources.
5. Compiling a user suggested resource file.
6. Annotating all items in the collection.

Timeline

July, 1979: research and development of updated annotated acquisition list

August, 1979: research and development of updated annotated acquisiiton list

September, 1979: research and development of updated annotated acquisition list

October, 1979: research and development of updated annotated acquisition list

November, 1979: research and development of updated annotated acquisition list

December, 1979: research and development of updated annotation list

January, 1980: completion of updated annotated acquisition list

February, 1980: evaluation of effectiveness of annotated acquisition list

March, 1980: evaluation of effectiveness of annotated acquisition list

April, 1980: evaluation of effectiveness of annotated acquisition list

May, 1980: evaluation of effectiveness of annotated acquisition list

June, 1980: evaluation to determine the number of items acquired by CREA during FY '79-'80

evaluation to determine total number of items in collection

evaluation to determine if master resource list compiled and completed

evaluation to determine if user resource file complete and the use made of suggestions evaluation to determine number of items acquired from the State Education Department

evaluation to determine number of items acquired from other sources

evaluation to determine if each item in the collection is fully annotated and if acquisition cards are complete

report of evaluation to determine user satisfaction with and usefulness of updated annotated acquisitions list

oals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Identification, selection and processing of resources												
Compile master resource list												
Acquire items from S.E.D.												
Acquire items from other sources												
Compile user suggested resource file												
Annotate all items in CREA												
Prepare annotated acquisition list												
Evaluate effectiveness of annotated acquisition list												
Evaluate items in collection												
Evaluate master resource list												
Evaluate user suggested resource file												
Evaluate items acquired from S.E.D. and other sources												
Evaluate items in CREA to determine if all are annotated												
Evaluate user satisfaction with annotated acquisition list												

Goal

II. During the 1979-1980 fiscal year, CREA staff members will continue the dissemination of resources to New York Educators of Adults.

Objectives

II. A. During the 1979 - 1980 fiscal year, CREA staff members will disseminate information about acquisitions and other resources by: publishing at least 12 annotated cross-referenced newsletters and distributing them to at least 3200 users in New York State. By providing annotated acquisitions via newsletter, at least 2500 items will be loaned to New York State Educators of Adults.

B. During the 1979 - 1980 fiscal year, CREA staff members will disseminate information by placing manned and unmanned exhibits at various meetings and conferences where potential clientele may be present. By so doing, there will be an increase in the number of loans made via direct contact and there will be an increase in services provided by CREA.

C. During the 1979 - 1980 fiscal year, CREA staff members will disseminate information by publishing at least 40 Federal Register Reviews and distributing them to at least 150 users in New York State. By providing the Federal Register Review, educators will be kept up to date on governmental policies and funding sources, and, based on notification in the Review may write grants for funding.

D. During the 1979 - 1980 fiscal year, CREA staff members will disseminate information about acquisitions and other resources by: answering written and telephone requests for information. By providing information services, users will have immediate response to their questions and requests.

E. During the 1979 - 1980 fiscal year, CREA staff members will disseminate and publicize information about CREA by: 1) publishing a new CREA brochure describing CREA services; 2) showing a slide-tape presentation about CREA at conferences and meetings throughout the State; and, 3)taking part in conferences and meetings throughout New York State. Through the achievement of these objectives, potential users will have a better knowledge and understanding of CREA and its services; and, accordingly, there will be an increase in requests for services.

F. Druing the 1979 - 1980 fiscal year, CREA staff members will disseminate bibliographies and other lists of materials by publishing bibliographies and other lists of materials in such areas as gerontology and community education. By disseminating these materials, educators of adults will have better access to resources.

G. During the 1979 - 1980 fiscal eyar, CREA staff members will distribute by loan, at least 2500 resources via mail and in person. By loaning 2500 items, the professional competencies of educators of adults will be improved.

H. During the 1979 - 1980 fiscal year, CREA staff members will broaden outreach activities to reach educators of adults by conducting a survey of educators of adults to determine their professional development needs. This activity will be completed by May 30, 1980, and used to plan activities for the following year. By determining needs, services and activities can be designed to fulfill those needs.

Evaluation

II. A. 1. In June, 1980, a staff member will hand count the number of newsletter issues produced and will hand count the number of names on the mailing list to determine if at least 12 annotated newsletters were produced and sent to at least 3200 users in New York State.

2. In June, 1980, a staff member will hand count the number of requests and the number of items loaned to educators of adults.

B. 1. In June, 1980, a staff member will review the log to determine the number of manned and unmanned exhibits CREA set up at conferences and meetings, and will list the locations where those exhibits were shown.

2. Staff members who man exhibits will keep a record of the number of visitors to the exhibit, the number of items loaned, the number of requests for further items and the number of requests for services. In June, 1980, these figures will be added to determine total usage and loans via exhibits. All unmanned exhibit materials will be coded so points of origin can be identified.

C. 1. In June, 1980, a staff member will hand count the number of Federal Register Review issues produced and will hand count the number of names on the mailing list to determine if at least 40 Reviews were produced and sent to at least 150 users in New York State.

2. In April, 1980, a staff member will send a Federal Register Review evaluation form to individuals on the mailing list to determine user satisfaction and how the Review has been used. The staff member will then prepare an evaluation report based on data received.

D. 1. From July 1, 1979, to June 30, 1980, a hand count of requests for information via mail and telephone will be recorded by staff members. A log will be kept of calls and action taken regarding them. Mail requests and responses will be filed in a folder. In June, 1980, these requests will be totaled and analyzed by a staff member. This evaluation will not include requests for items for loan.

E. 1. In April, 1980, a major evaluation survey of the users of CREA will be conducted under the direction of the program director. One section of that survey will ask users how they first learned about CREA. Data from this question will be tabulated, categorized, and completed by June 30, 1980.

2. The survey will also ask questions to determine user knowledge of CREA and its services. If users are knowledgeable, it will be assumed that these activities contributed in large part, to that knowledge.

3. Throughout the 1979 - 1980 fiscal year, the secretary will keep a record of the number of requests for information about CREA which use the request form from the brochure.

F. 1. A portion of the April 1978 evaluation survey will focus on the usefulness of the bibliographies and other materials. In addition, it will attempt to determine how these materials were used and how useful they were to educators of adults. The survey report will be completed by June 30, 1980.

G. 1. In June, 1980, a staff member will total all loan requests made by mail, telephone, and in person to determine if the total number of items loaned is 2500. In addition, the evaluation loan reports will be analyzed by the graduate assistant to determine material usefulness to the borrowers. A report will be prepared by June 30, 1980. In addition, a section of the April 1980 survey will ask how borrowed items have been used, how useful they have been, and in what ways they have contributed to the development of professional competencies.

H. 1. Since objective E is a developmental project, the data obtained wil be evaluated by December 1, 1979, by the program director and staff. Based upon this data and subsequent action a final report will be prepared for fundings, recommendations,and activities by June 30, 1980.

Activities

II. A. 1. CREA Newsletter

The CREA newsletter will be produced at least once a month by the program director. Items in the newsletter will be based on the acquisition cards and be cross-referenced according to descriptive subject headings. Items selected for inclusion will be selected by the program director. The secretary will type the newsletter and be responsible for its distribution.

A. 2. Items Loaned

Requests for items to be borrowed will be the responsibility of the secretary. Requests will be kept in a looseleaf folder. Items loaned will include an evaluation form, a return reminder, and a return label. If items are unavailable for loan the individual will be placed on a waiting list and notified that materials will be sent as soon as they become available. If 5 or more people appear on a waiting list, an additional copy of the item will be ordered. As a general rule, all requests for loans will be responded to on the same day they arrive.

A. 2. When possible, items will be taken to conferences and meetings by CREA staff. Participants can borrow directly from CREA on the site of the conference. Materials loaned in this manner will be processed the same way as mailed requests. Visitors to the Clearinghouse may also borrow directly from the shelves using the above process. In all cases, a log will be kept of the number of visitors and the numbers of requests and loans made by the Clearinghouse.

B. 1. Conference and Meeting Exhibits

A CREA staff member will be sent when possible to man exhibits whenever called upon during the 1979 - 1980 fiscal year. CREA participation in conferences will be determined by the program director based on the following criteria: 1) if requests were made for CREA participation; 2) if the conference is on an area of CREA interests; 3) if staff are available to go and participate; and 4) if funds are available to cover the costs of participation.

C. 1. Federal Register Review

The Federal Register will be produced at least twice a month. Items in the Review will be selected by the program director. Also, items which relate to the field of adult/community education will be included. The program director will be responsible for the layout and reproduction of the original copy. Once reproduced, a graduate assistant will be responsible for mailing out the Review.

D. 1. Written and Telephone Inquiries

The program director will be responsible for non-loan related written and telephone inquiries as they arise. Calls will be logged as they come in. When appropriate, the log will state the name of the caller, telephone number, address, the reason for the call, and the action taken. Written inquiries will be placed in a folder along with the response or action taken.

E. 1. Development of CREA Brochure

The program director will be responsible for preparing a new brochure on CREA. Research and development of the brochure will be done from July 1 - September 1, 1979. The document will be ready for distribution by October 1, 1979.

2. Development of a Slide/Tape Presentation

The program director will be responsible for preapring a slide/tape presentation on CREA. Research and development of the brochure will be done from July 1 - September 1, 1979. The presentation will be ready for distribution by October 1, 1979.

3. The project and program directors will be responsible for publicizing by October 1, 1979, in the CREA brochure and slide/tape presentation CREA's willingness to participate in meetings and conferences throughout the state. In addition, the project and program directors will be responsible for meeting with representatives of adult education organizations and agencies to discuss possible participation in conferences and workshops with their respective organizations. This will be done on a continuous basis.

F. 1. The program director will be responsible for the preparation of two annotated bibliographies on gerontology and community education. Only items in the CREA collection will be included in these publications. Research and development of the bibliographies will be done from July 1 - October 31, 1979. The bibliographies will be ready for distribution by January 1, 1980.

G. 1. The process for loaning items is explained in section II.A.1. Activities. Items will be loaned on a continuous basis throughout the 1979 - 1980 fiscal year.

H. 1. The program director will be responsible for conducting a survey of educators of adults to determine professional development needs. Research and development of the survey will be completed by October 30, 1979. The survey will be mailed to all identified educators of adults on January 1, 1980. Results of the survey will be tabulated and a report prepared by the program director by May 30, 1980. Based on the results of the survey, plans will be developed and complemented to respond to the needs during the remainder of FY '79 - '80.

Timeline

Continuous Activities Throughout FY '79-'80

1. Dissemination of resources to New York State Educators of Adults
2. Placing manned and unmanned exhibits at various conferences and meetings
3. Answering written and telephone requests for information
4. Loaning items to New York State Educators of Adults via mail and in person
5. Disseminating CREA brochures
6. Showing slide/tape presentations at conferences and meetings
7. Disseminating bibliographies and other lists of materials

July 1979	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews research and development of CREA brochure research and development of slide/tape presentation research and development of bibliographies research and development of professional needs assessment survey
August 1979	prepare and publish one CREA annotated, cross referenced newsletter prepare and publish at least two Federal Register Reviews research and development of CREA brochure research and development of slide/tape presentation research and development of bibliographies research and development of professional needs assessment survey
September 1979	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews research and development of CREA brochures reserach and development of slide/tape presentation research and development of bibliographies research and development of professional needs assessment survey
October 1979	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews publication of CREA brochure distribution of slide/tape presentation publicizing of CREA's willingness to participate in meetings and conferences research and development of bibliographies professional needs assessment survey completed
November 1979	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews
December 1979	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews publishing of bibliographies
January 1980	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews distribution of bibliographies mailing of survey of professional needs
February 1980	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews distribution of bibliographies mailing of professional needs assessment survey

March 1980	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews tabulation of survey of professional needs
April 1980	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews survey of CREA users to determine user knowledge of CREA, satisfaction with services, usefulness of bibliographies, usefulness of material tabulation of survey of professional needs
May 1980	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews report of professional needs survey
June 1980	prepare and publish one CREA annotated, cross-referenced newsletter prepare and publish at least two Federal Register Reviews report on the evaluation of CREA newsletter report on the evaluation of CREA of the number of times CREA participated at conferences and meetings report on the evaluation of Federal Register Reviews report on the evaluation of mail and telephone inquiries report on the evaluation of the number of items loaned report on the evaluation of CREA participation at conferences and meetings report on the evaluation of CREA user survey report on the evaluation of CREA brochure report on the evaluation of bibliographies

oals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Jun
Disseminate resources to NYS educators of adults	—	—	—	—	—	—	—	—	—	—	—	—
Placing manned and unmanned exhibits at conferences and meetings	—	—	—	—	—	—	—	—	—	—	—	—
Answer written and telephone requests for information	—	—	—	—	—	—	—	—	—	—	—	—
Loan items to NYS educators of adults	—	—	—	—	—	—	—	—	—	—	—	—
Disseminate CREA brochures	—	—	—	—	—	—	—	—	—	—	—	—
Show slide/tape presentation	—	—	—	—	—	—	—	—	—	—	—	—
Disseminate bibliographies and other lists of materials	—	—	—	—	—	—	—	—	—	—	—	—
Prepare and publish CREA newsletter	—	—	—	—	—	—	—	—	—	—	—	—
Prepare and publish Federal Register Reviews	—	—	—	—	—	—	—	—	—	—	—	—
Research and development of CREA brochure	—	—	—									
Research and development of slide/tape presentation	—	—	—									
Research and development of bibliographies	—	—	—	—								
Research and development of professional needs assessment survey	—	—	—									
Publication of CREA brochure				—								
Distribution of slide/tape presentation				—								

Goals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Ju
Publicizing of CREA's willingness to participate in meetings and conferences				—	—	—	—	—	—	—	—	—
Professional needs assessment survey completed				—								
Publishing of bibliographies						—						
Distribution of bibliographies							—	—	—	—	—	—
Mailing of survey of professional needs							—	—				
Tabulation of survey of professional needs									—	—		
Survey of CREA users to determine user knowledge of CREA										—		
Report of professional needs survey											—	
Report on the evaluation of CREA newsletter												—
Report on the evaluation of CREA of the number of times CREA participated in conferences and meetings												—
Report on the evaluation of Federal Register Reviews												—
Report on the evaluation of mail and telephone inquiries												—

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Goals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Ju
Report on the evaluation of number of items loaned												
Report on the evaluation of CREA user survey												
Report on the evaluation of CREA brochure												
Report on the evaluation of bibliographies												

Goal

III. During the 1979-80 fiscal year, CREA staff members will develop materials, guides, and other items to facilitate access to resources for use by New York State Educators of Adults.

Objectives

III. A. During the 1979-80 fiscal year, CREA staff members will develop users' guide materials in order to provide better accessibility of CREA materials to educators of adults. Specifically, CREA staff members will develop a) a users' guide; and b) revise the acquisition list.

B. During the 1979-80 fiscal year, CREA staff members will develop materials about CREA and its services so that potential users will have a better understanding and knowledge of CREA services, thereby increasing the number of requests for services and for additional services. Specifically, CREA staff members will develop: a) a new CREA brochure, and b) a slide/tape presentation about CREA.

C. During the 1979-80 fiscal year, CREA staff members will develop two annotated bibliographies on gerontology and community education so that users will have better access to resources in these two areas.

D. During the 1979-80 fiscal year, CREA staff members will develop materials to provide access to other resources. Staff members will develop two issues for inclusion in the Professional Development series so that users will have better access to resources in those areas and be able to increase their professional competencies.

Evaluation

III. A. 1. In April 1980, the program director will randomly sample users of the Clearinghouse to determine their knowledge and understanding of CREA operations and the services it provides. The program director will analyze the data and prepare a report on the finding by June 15, 1980.

2. By revising the acquisition list, potential users will be able to make more informed selection of loan items because they will have a better knowledge of the materials they're requesting, thereby there will be a decrease in the number of loan evaluation forms which categorize the items as "of little value." With each item loaned, a loan evaluation report will be included. As the loan evaluation forms are returned a graduate assistant will be responsible for placing the forms in a binder. In June, 1980, the program director will total the data and compare the results against evaluatioln form reports conducted prior to the publication of the revised acquisition list.

B. 1. In April 1980, the program director will randomly sample users of the Clearinghouse to determine their understanding of CREA operations and the services it provides. In addition, the program director will hand count the number of requests for services using the CREA brochure request forms. A report will be completed by the project director by June 15, 1980.

C. 1. In April, 1980, the program director will survey users to determine the usefulness of bibliographies. The survey will be sent to the borrowers and purchasers of these documents. In addition, in June 1980 the program director will hand count and analyze the loan evaluation forms returned by borrowers of the bibliographies and prepare a report on the finding of these two data acquisition activities by June 30, 1980.

D. 1. In April 1980, the program director will survey users to determine the usefulness of issues in the Professional Development Series. The survey will be sent to the borrowers and purchasers of these documents. In addition, in June 1980, the program director will hand count and analyze the loan evaluation forms returned by borrowers of the Professional Development Series and prepare a report on the findings of these two data acquisition activities by June 30, 1980.

Activities

III. A. 1. The program director will be responsible for preparing a "how to use CREA" users' guide. Research and development of the guide will be done from July 1 - September 1, 1979. The document will be ready for distribution by October 1, 1979.

2. The program director and graduate assistants will be responsible for updating the acquisition list. All entries in the acquisition list will contain the CREA acquisition number, author, title, publisher, number of pages, type of item, 1 to 3 Descriptive Subject Headings, and an annotation of the item. Research and development of the list will be done from July 1 - November 1, 1979. The document will be ready for distribution by January 1, 1980. The document will be bound in such a way as to permit additional pages to be easily added.

B. 1. The program director will be responsible for preparing a new brochure on CREA. Research and development of the brochure will be done from July 1 - September 1, 1979. The document will be ready for distribution by October 1, 1979.

2. The program director will be responsible for preparing a slide/tape presentation describing CREA. Research and development of the slide tape presentation will be done from July 1 - September 1, 1979. The presentation will be ready for distribution by October 1, 1979.

C. 1. The program director will be responsible for preparing two annotated bibliographies on gerontology and community education. Only items in the CREA collection will be included in these publications. Research and development of the bibliographies will be done from July 1 - November 1, 1979. The bibliographies will be ready for distribution by January 1, 1980.

D. 1. The program director will be responsible for preparing two monographs to be included in the Professional Development Series. Research and development of these two monographs will be done from July 1 - November 1, 1979. The two issues will be ready for for distribution by 1980.

Timeline

Continuous Activities Throughout Fiscal Year 1979 - 1980

1) Development of materials, guides, and other items to facilitate access to resources for use by New York State Educators of Adults
2) Evaluation of items loaned

Timeline

July, 1979	Development of CREA users' guide Updating of CREA acquisition list Development of CREA brochure Development of CREA slide/tape presentation Development of gerontology and community education bibliographies Development of two monographs for Professional Development Series
August, 1979	Development of CREA users' guide Updating of CREA acquisition list Development of CREA brochure Development of CREA slide/tape presentation Development of gerontology and community education bibliographies Development of two monographs for Professional Development Series
September, 1979	Development of CREA users' guide Updating of CREA acquisition list Development of CREA brochure Development of CREA slide/tape presentation Development of gerontology and community education bibliographies Development of two monographs for Professional Development Series
October, 1979	Distribution of CREA users' guide Updating of CREA acquisition list Distribution of CREA brochure Distribution of CREA slide/tape presentation Development of gerontology and community education bibliographies Development of two monographs for Professional Development Series
November, 1979	Updating of CREA acquisition list
December, 1979	
January, 1980	Distribution of updated CREA acquisition list Distribution of gerontology and community education bibliographies Distribution of two monographs for the Professional Development Series
February, 1980	
March, 1980	
April, 1980	Evaluation survey of CREA users

May, 1980	
June, 1980	report of evaluation survey of CREA users report of evaluation of loan item forms report of evaluation of requests made using CREA brochure forms report of evaluation on bibliographies report of evaluation on Professional Development Series

Goals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Jun
Development of materials, guides, and other items to facilitate access to resources for use by New York State Educators of Adults	—	—	—	—	—	—	—	—	—	—	—	—
Evaluation of items loaned	—	—	—	—	—	—	—	—	—	—	—	—
Development of CREA users' guide	—	—	—									
Updating of CREA acquisition list	—	—	—	—	—							
Development of CREA brochure	—	—	—									
Development of CREA slide/ tape presentation	—	—	—									
Development of gerontology and community education bibliographies	—	—	—	—								
Development of two monographs for Professional Development Series	—	—	—	—								
Development of gerontology and community education bibliographies	—	—	—	—								
Distribution of updated CREA acquisition list							—	—	—	—	—	—
Distribution of gerontology and community education bibliographies							—	—	—	—	—	—
Distribution of two monographs for the Professional Development Series							—	—	—	—	—	—

Goals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Jun
Evaluation survey of CREA users												
Report of evaluation survey of CREA users												
Report of evaluation of loan item forms												
Report of evaluation of requests made using CREA brochure forms												
Report of evaluation on bibliographies												
Report of evaluation on Professional Development Series												

Goal

IV. During the 1979-1980 fiscal year, CREA staff members will continue to plan and implement projects as designed by the Division of Continuing Education.

Objectives

IV. A. 1. During the 1979 - 1980 fiscal year, CREA staff members will assist the Division of Continuing Education and 310 project staff in the dissemination of information on other 310 projects so that information about 310 projects will be readily available and accessible to individuals and organizations interested in the respective 310 projects.

2. During the 1979 - 1980 fiscal year, CREA staff members will collect the proposals, abstracts, and reports of all 309 - 310 projects undertaken in New York State. These materials will be annotated, placed in the CREA collection and be made available for loan.

B. 1. During the 1979 - 1980 fiscal year, CREA staff members will explore the development of instructional materials for use in self-learning projects by independent adult learners who are professional educators of adults.

C. 1. During the 1979 - 1980 fiscal year, CREA staff members will assist staff members in the Division of Continuing Education to plan and conduct a workshop related to issues of professional and staff development so that the competencies of participants will be developed and increased.

D. 1. During the 1979 - 1980 fiscal year, CREA staff members will assist the State Education Department in developing a professional development program for individual educators of adults in New York State so that the competencies of educators of adults will be developed and increased.

E. 1. During the 1979 - 1980 fiscal year, CREA staff members will meet with representatives of the New York State Division of Continuing Educaiton to develop long range plans (3 to 5 years) for the development of CREA goals, objectives, and activities.

Evaluation

IV. A. 1. In November 1979, the project director will conduct a survey of all 310 projects to determine the number of requests for information received during the 3 month period from September 1 - November 1, 1979. After 310 dissemination activities have been completed a follow up survey will be conducted in March 1980 to determine the number of requests for information received from January 1980 - March 1980. If dissemination efforts are effective, the total number of requests for information received from January 1980 - March 1980 will exceed the requests from September 1, 1979 - November 1, 1979. An evaluation will be prepared in April 1980.

2. In December 1979, the project director will hand count the number of 310 project reports, proposals, and abstracts to determine if all 310 projects are in the CREA collection. In addition, the project director will determine by hand count if all the 310 project reports, proposals, and abstracts have been annotated.

B. 1. Since objective B is developmental, the program director will prepare a report by February 29, 1980 discussing possible outcomes. This report will be shared with State Education Department representatives.

C. 1. For each workshop, there will be: a) a pre-post test for each participant to determine effectiveness of instruction; b) a participation evaluation of each workshop session to determine participant satisfaction with each component of the workshop; and c) a participant evaluation form to determine overall participant satisfaction with the workshop. The program director will be responsible for constructing the pre-post tests and evaluation forms, and for analyzing and presenting the data. The evaluation will be done whenever CREA hosts or sponsors a workshop. In June 1980 an overall report of data results will be prepared by the program director.

D. 1. The individualized professional development programs will be presented in seminar style training sessions. For each session there will be: a) a pre-post test for each participant to determine effectiveness of instruction; b) a participation evaluation of each workshop session to determine participant satisfaction with each component of the workshop; and c) a participant evaluation form to determine overall participant satisfaction with the workshop. The program director will be responsible for constructing the pre-post test and evaluation forms, and for analyzing and presenting the data. The evaluation will be done whenever CREA presents a training session. In June 1980, an overall report of data results will be prepared by the program director.

E. 1. By June 1, 1980, the program director will prepare a 3 to 5 year planning document for CREA. In addition, a record of meetings with the Division of Continuing Education and meeting notes will be kept by the program director to demonstrate that these meetings were actually held. The report will be sent to the Division of Continuing Education for staff evaluation.

Activities

IV. A. 1. During July 1 - August 1, 1979, the program director will meet with representatives from the Division of Continuing Education to discuss and plan a strategy for dissemination of information on the 310 projects. Included in these discussions will be plans for a 1979 - 1980 version of "I Love New York, Innovations in Continuing Education" which will be developed and published by January 1, 1980. In addition, representatives from both groups will discuss the possibilities of a statewide 310 conference to be held in October 1979, and will discuss other strategies for linking 310 projects with other educational groups. A strategic plan will be written by the program director by September 1, 1979.

2. The program director will be responsible for acquiring all 307 - 310 project reports, abstracts, and proposals undertaken in New York State from the Division of Continuing Education by October 1, 1979. By December 1, 1979, these materials will be annotated, placed in the CREA collection, and be made available for loan. In addition, the program direcor will prepare a publicity flyer to advertise this collection. The flyer will be published and disseminated to educators of adults by December 1, 1979.

B. 1. The program director will be responsible for exploring the development of instructional materials for use in self-paced learning projects. The topics of these materials will be based on the needs assessment survey completed by December 1, 1979.

C. 1. From July 1 - August 1 1979, the program director will meet with representatives of the Division of Continuing Education to plan workshop(s) to be held on a mutually agreed upon date. The workshop(s) will be devoted to the issues of professional and staff development as determined by the representatives of both groups.

D. 1. The program director will be responsible for the research and development of an individualized professional development program and the planning of training seminars so individuals can learn to develop and use their own professional development program. The program will be completed by January 1, 1980, and training seminars will be scheduled throughout the remainder of FY '79 - '80.

E. 1. The program director will be responsible for the development of a long range plan for CREA in conjunction with representatives from the Division of Continuing Education. By June 1, 1980, the program director will complete a 3 to 5 year planning report for CREA to be reviewed by the Division of Continuing Education.

Timeline

Continuous Activities Throughout FY '79 - '80

1. CREA will continue to plan and implement projects as designated by the Division of Continuing Education.
2. Dissemination of information about 310 projects.
3. From January, 1980 to end of FY '80, training seminars on individualized professional development programs.
4. Unspecified date(s) for workshop(s) developed in conjunction with the Division of Continuing Education.
5. Development of a 3 to 5 year plan for CREA.

Timeline

July 1979	meeting with the Division of Continuing Education to plan 310 dissemination
	meeting with the Division of Continuing Education to plan professional and staff development workshop(s)
August 1979	meeting with the Division of Continuing Education to plan 310 dissemination
	meeting with the Division of Continuing Education to plan professional and staff development workshop(s)
September 1979	strategic plan developed for 310 project dissemination
	research and development of individualized professional development program
October 1979	acquisition of all 310 project abstracts, proposals, and reports
	research and development of individualized professional development program
November 1979	research and development of publicity flyer on 310 projects
	research and development of individualized professional development program
	survey of 310 projects
December 1979	all 310 project abstracts, reports, and proposals annotated and processed into the CREA collection
	publicity flyer produced and distributed
	exploration of the development of programmed instructional materials
	research and development of individualized professional development programs
	evaluation of 310 project information in CREA
January 1980	publication of 310 brochure
	exploration of and development of programmed instructional materials
	completion of development of individualized professional development programs

February 1980	exploration and development of programmed instructional materials. Findings reported to the State Education Department. conducting of training seminars for individualized professional development programs
March 1980	survey of 310 projects
April 1980	evaluation report of 310 project survey
May 1980	
June 1980	report on the evaluation workshop effectiveness report on the evaluation of individualized professional development programs and seminars development of a 3 to 5 year plan for CREA

Goals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Ju
All 310 project abstracts, reports, and proposals annotated and processed into the CREA collection					—	—						
Publicity flyer produced and distributed						—						
Exploration of the development of programmed instructional materials						—	—	—				
Evaluation of 310 project information on CREA						—						
Publication of 310 brochure							—					
Completion of development of individualized professional development programs							—					
Exploration and development of programmed instructional materials. Findings reported to the State Education Department.								—				
Conducting of training seminars for individualized professional development programs								—				
Survey of 310 projects									—			
Evaluation report of 310 project survey										—		
Report on the evaluation workshop effectiveness												—

Goals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Ju
Planning and implementing projects as designated by the Division of Continuing Education	—	—	—	—	—	—	—	—	—	—	—	—
Disseminating information about 310 projects	—	—	—	—	—	—	—	—	—	—	—	—
Training seminars on individualized professional development programs							—	—	—	—	—	—
Developing workshops in conjunction with the DCE	—	—	—	—	—	—	—	—	—	—	—	—
Developing a 3 to 5 year plan for CREA	—	—	—	—	—	—	—	—	—	—	—	—
Meeting with DCE to plan 310 project dissemination	—	—										
Meeting with DCE to plan professional and staff development workshops	—	—										
Strategic plan developed for 310 project dissemination			—									
Research and development of individualized professional development program	—	—	—	—	—	—						
Acquisition of all 310 project abstracts, proposals, and reports	—	—	—	—								
Research and development of publicity flyer on 310 projects					—	—						
Survey of 310 projects					—							

oals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Jur
Report on the evaluation of individualized professional development programs and seminars												—
Development of a 3 to 5 year plan for CREA												—

Goal

V. During the 1979-1980 fiscal year, CREA staff will continue the development of linkages with Adult Education agencies and other support services.

Objectives

V. A. During the 1979 - 1980 fiscal year, CREA will increase the number of contacts and the number and types of services provided to professional adult education organizations and associations.

B. During the 1979 - 1980 fiscal year, CREA will increase the number of contacts and the number and types of services provided to other adult education agencies.

C. During the 1979 - 1980 fiscal year, CREA will increase the number of contacts and the number and types of services provided to other dissemination organizations.

D. During the 1979 - 1980 fiscal year, CREA will increase the number of contacts and the number and types of services provided to government agencies.

E. During the 1979 - 1980 fiscal year, CREA will increase the number of contacts and the number and types of services provided to other clearinghouse organizations.

F. During the 1979 - 1980 fiscal year, CREA staff members will explore the sources and the implications of supplemental funding sources for CREA.

Evaluation

V. A - E. Evaluation of all five objectives (V. A - E) will consist of the following:

1. The program director will keep a record of all meetings with adult education agencies and other support services classified according to type (professional organization and association, otner adult education agencies, other dissemination organizations, government agencies, and other clearinghouses). In June 1980, a staff member will hand count the number of meetings, the number of services provided, and the type of service provided to each organization.

2. The program director will keep a written record of the number of presentations and displays presented by CREA staff to these organizations. In June 1980 a staff member will total the number of these presentations and displays.

3. The program director will keep a written record of the number of CREA resource units established and in operation at various adult education agencies (see Activities V.B.2.). Each month a staff member will collect data on the number of visitors to these centers and the number of items loaned to members of participating agencies. In June 1980, a staff member will total this data.

4. The program director will keep a record of all meetings with these organizations and report on CREA's involvement in organizing and developing programs and services with these organizations. Evaluation of these activities depends upon what types of programs and services are developed in cooperation with these organizations. The evaluation, in whatever form it takes, will be completed by June 1980.

F. 1. Evaluation will consist of a report on the program director's activities related to funding sources, and implications of supplemental funding for CREA.

Activities

V. A. 1. During the 1979 - 1980 fiscal year, the program director will meet with representatives of professional adult education organizations and associations such as NYACCE, New York State Parks and Recreation Association, NAPCE, AEA, SUNY-Adult Education and the NCEA to explore the possibilities of CREA participation in each organization and to discuss the development of services CREA could provide to the organizations and their members.

B. 1. During the 1979 - 1980 fiscal year, the program director will meet with other adult education agency representatives such as ABE programs, BOCES, Utica College, Laubach Literacy, Literacy Volunteers, hospitals, and the Syracuse Metropolitan Committee on Cable TV to explore the possibilities of CREA participation in each organization and to discuss the development of services CREA could provide to the organization and their members.

2. During the 1979 - 1980 fiscal year, the program director will meet with these agencies to discuss the establishment of CREA resource units in their organizations. A CREA resource unit is a mini-CREA center in which CREA resources are loaned and housed in participatory agency facilities for a period of time, usually a month. This activity enables agency staff to have professional development resources on-site and to have easy access to resources.

3. During the 1979 - 1980 fiscal year, the program director will meet with Syracuse community agency representatives to explore and develop ideas and programs on adult/community education to be shown on the public access channel of Syracuse Cable Television.

C. 1. During the 1979 - 1980 fiscal year, the program director will meet with representatives from ERIC and EPSIS to explore the possibilities of CREA participation in their organization and to discuss the development of services CREA could provide to the organization.

D. 1. During the 1979 - 1980 fiscal year, the program director will meet with representatives of government agencies concerned with migrant education and consumer education to explore the possibilities of CREA participation in their organizations and to discuss the development of services CREA could provide to the organization.

E. 1. During the 1979 - 1980 fiscal year, the program director will communicate with representatives of other clearinghouses such as ADELL and the Federal Community Education Clearinghouse to explore the possibilities of CREA participation in their organizations and to discuss the development of services CREA could provide to each organization.

F. During the 1979 - 1980 fiscal year, the program director will investigate supplemental funding sources and will discuss the implications of supplemental funding with State Education Department personnel.

Timeline

Continuous Activities Throughout FY '79 - '80

1. The development of linkages with Adult Education Agencies and other support services
2. The development of linkages with professional Adult Education organizations and associations
3. The development of linkages with other adult education agencies
4. The development of linkages with other dissemination organizations
5. The development of linkages with government agencies
6. The development of linkages with other Clearinghouses
7. Identification and exploration of possible supplemental funding opportunities.

Timeline

July, 1979

August, 1979

September, 1979

October, 1979

November, 1979

December, 1979

January, 1980

February, 1980

March, 1980

April, 1980	
May, 1980	
June, 1980	evaluation of CREA participation with other organizations evaluation of presentations and displays made by CREA evaluation of resource units in other adult educatin agencies evaluation of programs and services with other organizations evaluation of CREA activities which identify and explore possible supplemental funding sources

Goals, Objectives, Activities	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	J
Develop linkages with adult education agencies and other support services												
Develop linkages with professional adult education organizations and associations												
Develop linkages with other adult education agencies												
Develop linkages with other dissemination organizations												
Develop linkages with government agencies												
Develop linkages with other clearinghouses												
Identify and explore possible supplemental funding opportunities												
Evaluate CREA participation with other organizations												
Evaluate presentations and displays made by CREA												
Evaluate resource units in other adult education agencies												
Evaluate programs and services with other organizations												
Evaluate CREA activities which identify and explore possible supplemental funding sources												

ERIC In Process
S8

Resources for Educators of Adults

Syracuse University Resources in Adult Education

Alexander N. Charters

MS7

SYRACUSE UNIVERSITY
Adult Education,
220 Huntington Hall,
Syracuse, New York 13210 U.S.A.
(315) 423-3421

ED 163 598

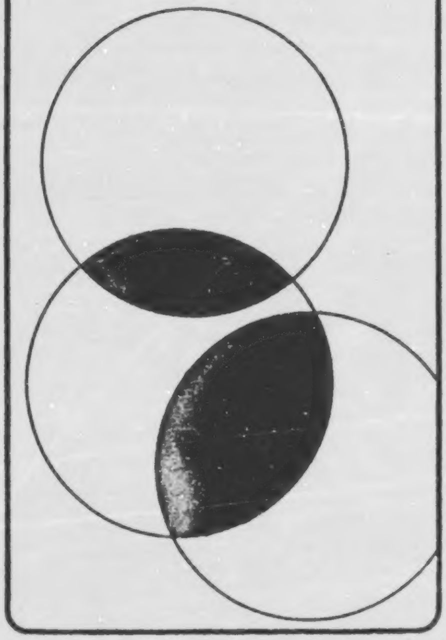
S9

Resources for Educators of Adults

Aids to Access
Resources for Educators of Adults

Alexander N. Charters

MS1



SYRACUSE UNIVERSITY
Publications in Continuing Education,
220 Huntington Hall,
Syracuse, New York 13210 U.S.A.
(315) 423-3421

229

#1125

S10

TITLE: ADULTS TEACHING ADULTS: Principles and Practices
AUTHOR: Verduin, John R. et al
SOURCE: Learning Concepts
2501 N. Lamar
Austin, Texas 78705
DATE: 1977
PAGES: 204
DESCRIPTIVE SUBJECT HEADINGS: Instructional Methods and Materials
Adult Education
FORMAT: HARDCOVER

ABSTRACT: A valuable resource for the practitioner, the administrator, and the graduate student in adult education. Teachers will find specific directions on how to: write behavioral objectives, organize lesson plans, design varied learning activities, use community resources in the classroom, apply differing teaching techniques, devise test items, and access federal legislation. An excellent introduction to adult education instruction.

Adults Teaching Adults

Verduin, John R Jr. et al

Learning Concepts 1977

1125

N.Y. $11.35

Verduin, John R. Jr. et al

Adults Teaching Adults

Learning Concepts 1977

ED 162 671

PROFESSOR ALEXANDER N. CHARTERS

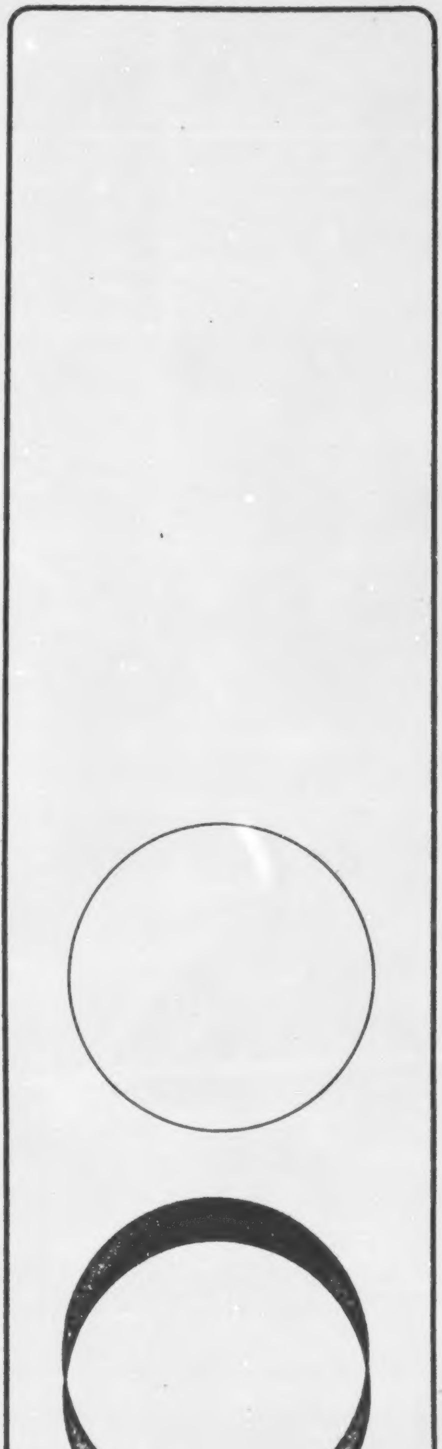
Resources for Educators of Adults

S11

Acquisition List

Clearinghouse of Resources for Educators of Adults: by Descriptive Subject Headings

Alexander N. Charters and Donald P. Holmwood



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SYRACUSE UNIVERSITY
Clearinghouse of Resources
for Educators of Adults,
224 Huntington Hall,
Syracuse, New York 13210 U.S.A.
(315) 423-3034

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PERIODICALS

The following is a list of periodicals in the CREA collection. Those items marked with an asterisk are items purchased and/or subscribed to by CREA:

Periodicals:

Adult Literacy and Basic Education

Americas*

Atlas

Changing Times

Comparative Education Review

Continuing Higher Education

Continuing Education in New Zealand

Continuum

Council Women

Human Ecology Forum

International Development Resource Center Reports

Institute of Retired Professionals Review*

Ideas in Action

Indian Journal of Adult Education

International Congress of University Adult Education Journal

Journal of Massachusetts Adult and Continying Education

Journal of World Education

Media and Methods*

Middle East Review

Mountain Plains Journal of Adult Education

National Association for Public Continuing and Adult Education Exchange

Notes and Studies

National Retired Teachers Association

Phi Delta Dappan

Soviet Life

To the Point

World Health

World Visions

NEWSLETTERS

The following is a list of newsletters and periodicals held by CREA. Those marked with an asterisk are items purchased by CREA.

Newsletters

American Association of Retired Persons

Adult and Continuing Education Today*

Adult Education Clearinghouse*

Association of Continuing Higher Education

Academy for Educational Development*

Association of Independent Colleges and Schools

Activity

Administrators Swap Shop

Aontas

Bilingual/English as a Second Language Reporter*

Brookings Bulletin

Bulletin - National Center for Educational Brokering*

Bulletin - National Home Study Council

Coalition of Adult Education Organizations News

Continuing Education Council News

Comparative and International Education Society News*

Commission of Professors of Adult Education Newsletter

Cambridge Concepts

Canada Weekly

Carnegie Quarterly*

The Chronicle of Higher Education*

Centergram - Center for Vocational Education

College Board

Commission of Higher Education Letter

Communication

Consumer Affairs Newsletter

Counseling-Learning, Community Languages Learning*

Deans and Directors

Development Communication Report

Education Development Center News

ERIC Clearinghouse Newsletters

For Adults Only

Ford Foundation Letter

Higher Education and National Affairs

International Council for Educational Development

International Labor Organization Information*

Institute for Retired Professionals Newsletter

India News

Innotech Newsletter*

National Council of States on Inservice Education

The Independent

International Congress of University Adult Education

Kiplinger Washington Letter

Lauback Literacy News

Literacy Document

Multilingual

National Advisory Council on Adult Education

National Advisory Council on Extension and Continuing Education

National Center for Education Statistics

National Association of Trade and Technical Schools News

National Center for Higher Education Management Systems

Nonformal Education Exchange

National Home Study Council Report

News - Notes and Quotes

New Readers Press

National Retired Teachers Association

National University Extension Association

National Board of Universities and Colleges

National Report for Training and Development

New York Association for Continuing/Community Education

News for You

News: New York State Office of Aging

Newsletter: Agency for Instructional TV

Newslettdr: Center for Continuing Education of Women

Newsletter: Interinstitutional Dialogue

Northwest Regional Educational Laboratory

ORBIT

Performance Based Teacher Education

Postsecondary Education Convening Authority

Postsecondary Education Resources Report

Personalized System of Instruction Newsletter

Panorama

Pedagogy

Population

The Pulse of Public Continuing and Adult Education

Research and Development for Higher Education

Seva - Mandir Newsletter

Southern Regional Education Board

S. U. Libraries

Smithsonian Associate*

Teaching Institute Newsletter

Techniques for Teaching Adults

Travel Advisor

United Nations University

United Nations Nuevo Dia*

UNESCO Adult Education

WHO Press

Washington Action

World Education Reports

World Federalist

PROGRAMS

CREA Staff have compiled topic oriented folders on the following topics:

- Aging
- Chautauqua
- Consumerism
- Foundations
- Ideas
- Independent Study
- Instructional Design Centers
- Instructional TV News
- Lauback Literacy
- Libraries
- Lifelong Learning
- Literacy
- Psychiatric Centers
- Regents External Degree
- Religion
- Unions
- Vocational Education
- Women

ASSOCIATION FILE

CREA staff have compiled files on adult education associations. Files are maintained on the following associations:

American Association of Cojmunity and Junior Colleges
Association for Continuing Higher Education
Adult Education Association
Coalition of Adult Education Organizations
National Association for Public Continuing and Adult Education
National Home Study Council

SYRACUSE UNIVERSITY
Adult Education | SCHOOL OF EDUCATION
Resources for Educators of Adults
HUNTINGTON HALL | SYRACUSE, NEW YORK 13210
(315) 423-3034
ALEXANDER N. CHARTERS
PROJECT DIRECTOR

What is the Clearinghouse: Resources for Educators of Adults? (CREA)

CREA is a federally funded project under section 309 of the Adult Education Act which began operation in 1975. CREA is sponsored by the New York State Department of Education's Division of Continuing Education.

In broad form, CREA's main mission is to provide information about resources for use in the professional development of educators of adults. Through its activities and services, CREA provides easy access to a variety of resources specifically selected or developed for the achievement of this goal. CREA is designed to be a comprehensive resource center for all New York State residents involved in the education of adults.

What type of materials are housed in CREA?

CREA identifies, acquires, and disseminates print and non-print materials which cover all facets related to adult and community education. All materials are selected for their potential ability to assist in the process of the professional development of educators of adults. The print items are mainly books, monographs, periodicals, newsletters, and New York State 309 project reports. The non-print resources include audio-tapes, video tapes, 16 mm films, records, and filmstrips.

How do I find out what materials are in CREA and how can I borrow them?

Each month a newsletter containing an annotated listing of recent acquisitions is prepared and mailed free of charge to interested New York State educators of adults. The newsletter includes a coupon listing the call numbers of those materials printed in that issue. Persons may use this coupon, write a letter, or telephone to request any item. Three items are loaned to any individual at one time. Materials are loaned only to New York State educators of adults and are to be return to CREA within two weeks after receiving them.

Requests are filled on the same day they are received. In some cases however; filling of requests may be delayed due to the item already being on loan. A second way to determine materials available through CREA is to visit the CREA collection. The collection is housed in 223 Huntington Hall, School of Education, at Syracuse University. Visitors are welcome Monday through Friday from 9:00 am until 4:30 pm. Persons may borrow directly and quickly from the collection or may use the facilities and equipment to review print and non-print materials.

How can CREA help me in my professional development?

1) Monthly Newsletters - see above description

2) 309 Project Dissemination: The Clearinghouse disseminates information about various projects sponsored by the Division of Continuing Education, New York State Education Department.

3) The Federal Register Review: The Review is a weekly publication which highlights and summarizes new rules and regulation, meeting dates, and requests for proposals which appear in the Federal Register and Commerce Business Daily.

4) Resource Centers - Working in conjunction with other adult and community education agencies, CREA has established mini-CREA centers at agencies, so staff members at these agencies can have direct access to resource materials to use in their professional development.

5) Information services and program development - CREA staff are available to assist individuals and agencies through participation in meetings and conferences, with problems and issues related to professional development in adult and community education. In addition, CREA staff are

available to participate in conferences and conventions to discuss the resources of CREA and to display CREA materials.

5) Materials Development - In order to assist individuals in accessing professional development resources, CREA has developed and is developing monographs to be included in the Resources for Educators of Adults Series. Included, to date, are:

   a) Acquisition Lists: Clearinghouse of Resources for Educators of Adults by Descriptive Subject Headings
   b) Professional Development for Educators of Adults: A Bibliography
   c) Newsletters: Clearinghouse of Resources for Educators of Adults: Jan. 1975 - June 1978
   d) Annotated Bibliography for the Education of Public Offenders: By Descriptive Subject Headings
   e) Professional Development Series #1 and #2

In process of development are:

   a) Bibliographies on community education, educational brokering, and grantsmanship; and b) a monograph on Information Resources for Educators of Adults.

What Can CREA do for me?

If you are interested in being placed on CREA's mailing list and/or would like further information on the services provided by CREA, fill out the attached coupon and mail it to CREA.

****

Please add my name to the CREA Mailing List.

Name ____

Address ______________________________________

____

_________________________________ Zip ____________ materials printed in that issue. Persons may use this coupon, write a letter, or telephone to request any item. Three items are loaned to any individual at one time. Materials are loaned only to New York State educators of adults and are to be return to CREA within two weeks after receiving them.

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d) Annotated Bibliography for the Education of Public Offenders: By Descriptive Subject Headings

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In process of development are:

a) Bibliographies on community education, educational brokering, and grantsmanship; and b) a monograph on Information Resources for Educators of Adults.

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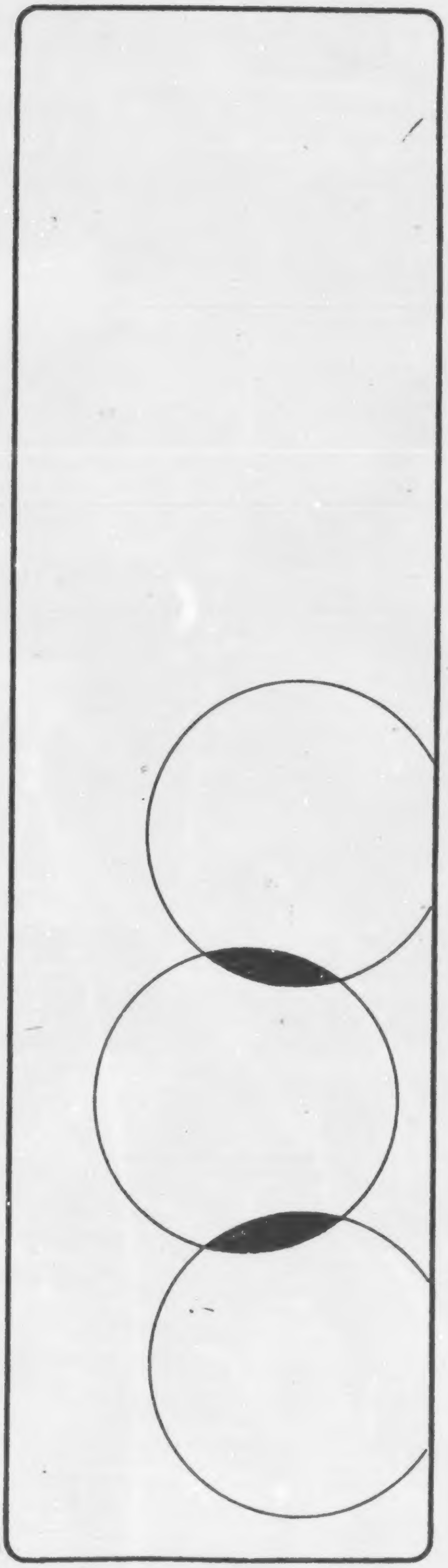

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VOL. 4 NO. 10
Program Director
(315) 423-3034

Supported by the Division of Continuing Education, New York State Education Department

JUNE 1979
Project Director
Alexander N. Charters

CREA has 3 ring labeled notebooks available for filing issues of the Newsletter. They may be purchased for $2.00 each. If you would like one, please check off the appropriate space on the attached order form. Please make checks payable to Syracuse University.

04 ADMINISTRATION

#1547 The Effective Administrator. Walker, Donald. Jossey-Bass, 1979. 208pp.

In this work, Walker shows how a realistic understanding of the political nature of the campus community facilitates the development of a more effective style of administration.

#1548 Policy Making and Effective Leadership. Baldridge, J. Victor, et.al. Jossey-Bass, 1978. 290 pp.

The authors examine college and university governance structures and other organizational features that affect decision making and administration in a variety of higher education settings.

#1574 How Managers Motivate: The Imperatives of Supervision. Dowling, William, and Sayles, Leonard. McGraw-Hill, 1978. 450 pp.

The authors attempt to achieve three objectives in this work: 1) to include as broad a range of research findings from the leadership and organizational behavior field; 2) to express these in ways that would appeal to the reader by use of case studies; and 3) to emphasize the actual behavior and analytical thinking required of supervisors, not abstract principles and traditional theories.

#1576 Educational Project Management. Cook, Desmond. Charles E. Merrill, 1971. 243 pp.

The work provides an introduction to the emerging concepts and application of management science in educational research. It supplies general background information for orientation, and specific suggestions for planning and implementing educational projects.

See: 36 FOUNDATIONS: #1556

12 AGENCIES

#1557 School-Community Recreation and Park Cooperation. Artz, Robert. National Recreation and Park Association, 1978. 71 pp.

This manual includes substantial information to provide a better understanding of the many areas of cooperation and coordination. There are a variety of suggestions, methods, techniques, and examples from communities who have developed effective school-community recreation and park programs.

See: 64 PROGRAM DEVELOPMENT: #1558

16 COMMUNICATIONS

#1572 Making Change: A Guide to Effectiveness in Groups. Guthrie, Eileen, and Miller, Warren. Interpersonal Communication Programs, 1978. 199pp.

This book teaches concepts and skills for bringing about positive change in groups and communities. The main focus is on processes for dealing with any issue in any group situation and the techniques needed to work effectively with groups.

See: 68 PUBLIC RELATIONS: #1541, #1564, #1577, #1578

20 COMPARATIVE

#1554 Open Learning: Systems and Problems in Postsecondary Education. MacKenzie, Norman, et.al. UNESCO Press, 1975. 498 pp.

The work examines Open Learning Systems throughout the world. Open Learning is defined as those programs which create opportunities for study for those debarred from it for whatever reasons.

#1555 Adult Education in Developing Countries. Coles, Edwin. Pergammon Press, 1977. 199pp.

Coles attempts to develop a theory of adult education in developing countries based on his research of the practice of adult education in those nations. He provides general answers to the how, what, and who questions of adult education as applied to the third world.

#1561 Community, Hierarchy, and Open Education. Easthope, Gary. Routledge & Kegan Paul, 1975. 137pp.

The book examines themes of community, hierarchy, and open education with particular emphasis on the English conception of a school.

24 COUNSELING

#1571 When a Family Needs Therapy: A Practical Assessment Guide for Parents, Lay Therapists, and Professionals. Ogden, Gina, and Zevin, Anne. Beacon Press, 1976. 190 pp.

The book is a practical assessment guide for those interested in family therapy. It describes in detail what kinds of things to look for in a family, how to evaluate a family's strengths and weaknesses, and how a lay therapist can decide whether to do therapy with the family or refer to professional therapists.

28 EVALUATION

See: 04 ADMINISTRATION: #1576

32 FINANCES

#1573 Marketing for Nonprofit Organizations. Kotler, Philip. Prentice-Hall, Inc. 1975. 436 pp.

Kotler presents a compilation of marketing techniques for use in non-profit organizations such as assessing needs, marketing products and services, planning, and controlling. He sequences these techniques in a managerial framework so that the user may construct a stage-by-stage marketing approach for his own organization.

36 FOUNDATIONS

#1556 Community Control of Schools. Levin, Henry. Brookings Institute, 1970. 318pp.

This volume presents a series of papers delivered at a Brookings sponsored conference on the educational, political, social and economic issues that have risen from demands by minority residents of large cities to obtain control of their neighborhood schools.

#1562 Human Development: An Emergent Science. Pikunas, Justin. McGraw-Hill, 1969. 435 pp.

Pikunas emphasizes the most important aspects of the psychological factors and processes in human development through an examination of the research, theory, and practice of human development issues.

#1567 A New Public Education. Itzkoff, Seymour. David McKay, 1976. 372 pp.

The work is a study of the interaction of institutions of formal education with out evolving sense of community life and social structure. It constitutes an interpretation of the changing character and direction of American society and education. It also purports to explore the meaning of our present circumstances and the most probable and rational direction for future developments.

#1568 The Limits of Educational Reform. Carnoy, Martin, and Levin, Henry. David McKay, 1976. 290 pp.

The overriding theme in this work is that the principal cause of failure to reform the social and economic systems through educational institutions stems not from the incompetence of reformers, but from the inability to alter a schooling system that is largely responsible to the existing polity. The authors examine educational reforms which have been attempted and analyze their reasons for failure.

#1570 Community Organization and Social Planning. Perlman, Robert, and Gurin, Robert. John Wiley & Sons, 1972. 262 pp.

Perlman and Gurin examine community organization and social planning and the problems inherent in its practice. The work synthesizes a large body of reserach conducted in these areas and provides a broad overview of the theory and practice of community organization.

40 FUTURES

#1546 Human Services Professional Education: Future Directions. Chenault, Joann, and Burnford, Fran. McGraw-Hill, 1978. 308pp.

The book examines the current and future trends in human service professional education. The researchers have attempted to relate these trends to a single human service perspective as opposed to specific human service areas.

#1569 Social Planning at the Community Level. Lauffer, Armand. Prentice-Hall, 1978. 334pp.

According to Lauffer, "social planning is an attempted corrective to an unplanned aggregate of services and institutions that are frequently insufficient, ineffective, inefficient, or unresponsive." His work examines the entire process of social planning. He provides resources and suggestions to improve social planning in communities.

#1589 A School for Tomorrow. Frymier, Jack, ed. McCutchan Publishing Co., 1973. 307pp.

This book is about a new conception of schooling for the future. It is based on four points: 1) Schooling can be made both different and better; 2) The building is the most unlikely unit in which to bring about significant change; 3) Change will not just happen, it has to be worked at day after day 4) Changing the parts is not enough; the "whole" must be changed. Based on these premises, the authors propose guidelines for the construction and reconstruction of future schools.

See: 04 ADMINISTRATION: #1576
See: 32 FINANCES: #1573
See: 36 FOUNDATIONS: #1567

48 INSTRUCTION

#1579 Will the Real Teacher Please Stand Up?: A Primer in Humanistic Education. Greer, Mary, and Rubinstein, Bonnie. Goodyear Publishing Co., 1978. 278pp.

The book is a compendium of writings and suggestions from well-known educators on humanistic education and how to achieve it.

#1587 Teaching for Learning: Applying Educational Psychology in the Classroom. Dembo, Myron. Goodyear Publishing Co., 1977. 450pp.

Dembo presents the theory and practice of educational psychology so that teachers can make better teaching decisions based upon the principles of educational psychology. He groups his discussion around major topic areas: individual differences, teacher behavior, methods of teaching, instructional objectives, theories and principles of learning, and evaluation of student behavior types: book and achievement.

52 LEARNING

See: 48: INSTRUCTION: #1587

62 PROGRAMS

#1544 Introduction to Community Recreation. Butler, George. McGraw-Hill, 1976. 538 pp.

This volume describes the nature and significance of community recreation. The term community recreation is applied in this work to recreation programs and park services that are provided for the benefit of all people of a locality. The work is designed to provide a comprehensive overview of all issues related to community education.

#1550 A Comprehensive Guide to Over 120 Programs Featuring Options for Self-Directed Learning, Credit for Learning Through Life Experiences, and Off-Campus Learning. Blaze, Wayne, and Nero, John. Beacon Press, 1979. 140 pp.

This book examines key questions facing adults considering further education. Focusing on the now non-traditional new degree programs, the authors describe the variety of programs that exist and provide suggestions for planning a program of study within them.

See: 12 AGENCIES: #1557
See: 20 COMPARATIVE: #1554, #1555, #1561
See: 40 FUTURES: #1546

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64 PROGRAM DEVELOPMENT

#1558 Assessing Community Needs - A Primer. Allan, David. NCEA, 1974. 8pp.

Allan provides a model for conducting a community wide needs assessment for planning community-school programs and stimulating interagency cooperation.

#1563 The Parent Book: The Holistic Program for Raising the Emotionally Mature Child. Bessell, Harold, and Kelly, Thomas. Jalmar Press, 1977. 205pp.

The authors attempt to help parents create and maintain a loving relationship with the child and to foster the child's emotional maturity. They do so by presenting a series of techniques and suggestions for parents to use with children.

#1575 Family Designed Learning: A Next Step for Individualized Instruction. Esbensen, Thorwald, and Richards, Philip. Fearon Publishers, 1976. 123pp.

Family-designed learning as defined in this work is a new approach to formal schooling. The book describes an arrangement whereby individual families may decide for themselves what their children should learn in school.

See: 24 COUNSELING: #1571
See: 62 PROGRAMS #1544, #1550

68 PUBLIC RELATIONS

#1541 Public Relations for School Personnel. Mayer, Frank. Pendell Publishing Co., 1974. 273pp.

This book was written to serve as a guideline for those school officials who want to develop a planned public relations program. It is basically a "nuts and bolts" approach to school-community relations. It is light on theory, but heavy on everyday techniques and practices involved in an effective public relations program.

#1564 School-Community Relations: A New Approach. Sumption, Merle, and Engstrom, Yvonne. McGraw-Hill, 1966. 238pp.

The book presents a view of school-community relations based on the concept of the changing school in the changing community. They argue a school which is unaware of the elements of change among people it serves fails in its basic responsibility. A central key to this process, they argue, is communication.

#1577 Effective Public Relations. Cutlip, Scott, and Center, Allen. Prentice-Hall, 1978. 612 pp.

The work examines the practice of public relations and discusses in detail the many facets of that topic.

#1578 Modern Public Relations. Marston, John. McGraw-Hill, 1979. 496pp.

The book attempts to bridge the gap between the theory of public relations and the needs of the day to day practitioner. Marston presents a detailed discussion on all aspects of public relations and uses case studies to provide examples of public relations in practice.

#1584 Public Relations for Schools. Unruh, Adolph, and Willier, Robert. Fearon Publishers, 1974. 169 pp.

The book is designed to assist students in education, teachers, board members, and superintendents in particular, also community leaders and others who wish to develop an understanding of what is involved in an effective public relations program.

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FEDERAL REGISTER REVIEW

A WEEKLY SUMMARY OF FEDERAL REGISTER ANNOUNCEMENTS

Vol. 2 **Number** 35

June 29, 1979

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

AGENCY: Office of Education, HEW.

ACTION: Notice of request for suggestions regarding implementation of eight Bureau of Occupational and Adult Education (BOAE) priorities for vocational education.

SUMMARY: In accordance with his national leadership role, the Commissioner of Education, in conjunction with the Coordinating Committee on Research in Vocational Education, is requesting comments relating to eight designated priorities for vocational education. Specific comments are requested for: 1) suggested leadership activities and initiatives that can be implemented nationwide; 2) possible research ideas; and 3) documentation of need in these areas.

DATE: Comments must be received on or before August 1, 1979.

ADDRESS: Comments should be addressed to Dr. Daniel B. Dunham, Deputy Commissioner, Bureau of Occupational and Adult Education, Office of Education, 400 Maryland Avenue, SW., Wahington, D.C. 20202.

FOR INFORMATION CONTACT: Sharon Berard, Planning Office, (202) 245-3176.

F.R. 6-13-79

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

[45 CFR Part 161i]

Health Education Program

AGENCY: Office of Education, HEW.

ACTION: Proposed Regulations.

SUMMARY: The Commissioner proposes to amend Title 45 of the Code of Federal Regulations by adding a new Part 161i for the program of Health Education enacted by the Education Amendments of 1978. These proposed regulations govern the award of grants to State and local educational agencies for projects that are designed to establish and support programs of health education in elementary and secondary schools.

DATES: All written comments on the proposed regulations must be received on or before August 13, 1979. Public meetings will be held in each of the ten regions on July 11, 1979. The time for these meetings is—

9:00 a.m.–12:00 Noon
1:00 p.m.–5:00 p.m.
7:00 p.m.–9:00 p.m.

ADDRESSES: Written comments should be addressed to Mr. Simon A. McNeely, U.S. Office of Education, Room 2079, FOB No. 6, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

F.R. 6-13-79

DEPARTMENT OF JUSTICE

Law Enforcement Assistance Administration

Office of Juvenile Justice and Delinquency Prevention; Request for Comments on the LEAA Draft Guideline: Youth Advocacy Initiative

Notice is hereby given that the Office of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, pursuant to the Juvenile Justice and Delinquency Prevention Act of 1974, as amended, proposes to announce competitive action grants for the Youth Advocacy Initiative.

The Office of Juvenile Justice and Delinquency Prevention invites any interested comments and will consider such comments before the final publication of this guideline. This guideline is being announced for 60 days. A 60–90 day notification period will allow applicants time to develop applications and permit award of funds in the early Spring of 1980. All comments must be received on or before August 14, 1979.

For any additional information, please contact Ms. Bettina Wallach at (202) 724-7765, Office of Juvenile Justice and Delinquency Prevention, 633 Indiana Avenue, N.W., Washington, D.C. 20531.

F.R. 6-15-79

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Policy Research on Work and the Aged; Solicitation

Pursuant to Title 45, Part 63 of the Code of Federal Regulations, the Assistant Secretary for Planning and Evaluation (hereafter ASPE) is seeking applications from public and private non-profit agencies, organizations, and institutions for policy-related research projects on the work and income of the elderly and other areas relating to the economics of income transfer programs for the elderly. In particular, we are most interested in projects which relate to the following areas:

1. The labor supply of the elderly.
2. The demand for the labor of the elderly.
3. Unemployment of the elderly.
4. Effects of income transfer programs for the elderly on the savings and work behavior of the non-elderly.
5. Private programs for disability and retirement, and their interaction with public programs.
6. Macro-economic effects on income transfer programs for the elderly.
7. The income distribution of the elderly.

This list is intended to be suggestive, and applications which combine several areas or depart from all of them, are acceptable as long as they relate to the general concerns of work and income of the elderly and the economics of income transfer programs for the elderly.

C. Effective Date and Duration

1. Grant awards pursuant to this solicitation will be made on or about September 15, 1979.

2. In order to avoid unnecessary delays in the preparation and receipt of applications, this notice is effective immediately. Applications will be accepted no later than 45 days from issuance.

I. Application Instructions and Forms

Questions concerning the preceding information, coppies of application forms, and applicable regulations shall be obtained from, or submitted to: Grants Officer, Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education, and welfare, Room 457F, Hubert H. Humphrey Building, 200 Independence Ave., S.W., Washington, D.C. 20201.

F.R. 6-18-79

Office of Human Development Services

[Program Announcement No. 13612-792]

Administration for Native Americans; Training and Technical Assistance Program

AGENCY: Administration for Native Americans.

SUBJECT: Announcement of availability of grant funds for the Traing and Technical Assistance Program.

SUMMARY: The Administration for Native Americans (ANA) announces that applications are being accepted for training and technical assistance (T & TA) program grants under section 804 of the Native Americans Program Act of 1974, Pub. L. 93-644 as amended, by Pub. L. 95-568. Regulations covering this program are published in the Code of Federal Regulations in 45 CFR 1336.

DATES: Closing dates for the receipt of applications are scheduled on a staggered basis, according to grantees' program year end (PYE). The purpose for multiple closing is to enable grantees with differing PYE's to compete for funds under this program announcement and to ensure grantees' adherence to the requirement that the proposed specialized Training and Technical Assistance projects will be integrated with the regular ANA grant applications.

Closing dates follow:

1. November 15, 1979 for PYE 10/1—December 31, 1979.
2. February 15, 1980 for PYE 1/1—March 31, 1980.
3. May 15, 1980 for PYE 4/1—June 30, 1980.
4. August 15, 1980 for PYE 7/1—September 30, 1980.

The Application Process

Availability of application forms. In order to be considered for grants under the Training and Technical Assistance Program, an application must be submitted on the forms supplied in the manner prescribed by ANA. An application kit containing the necessary forms may be obtained from:

Administration for Native Americans, Room 357-G, Hubert H. Humphrey Bldg., 200 Independence Ave. S.W., Washington, D.C. 20201. Attention: 13612-792 (202-426-3940). Attention: Ms. Janice Phalen.

For clarification or further explanation of the program announcement, call Ms. Geraldine Farrell (202-426-4055).

F.R. 6-13-79

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Human Development Services

[Program Announcement No. 13647-791]

Cooperative Research and Demonstration Projects

AGENCY: Administration for Public Services.

SUBJECT: Announcement of Availability of Grant Funds for the APS Research and Demonstration Grant Program.

SUMMARY: The Office of Human Development Services (HDS), Administration for Public Services (APS), announces that competing applications will be accepted for new research and demonstration grants and cooperative agreements authorized by Sections 1110 and 1115 in Title XI of the Social Security Act as amended.

DATE: The closing date for receipt of all applications is August 7, 1979.

Scope of This Program Announcement

This program announcement discusses research and demonstration funding priorities for FY 1979 and the first quarter of FY 1980, which support APS long-range goals.

Program Purpose

Grants and cooperative agreements funded by APS are for research or demonstration projects which will add to existing knowledge and improvement of new methods and techniques for the planning, evaluation, management, delivery, and coordination of social services programs. Cooperative agreements are discussed in Section G, 5.

1. *Availability of Application Forms.* Application kits which contain the prescribed application forms and *supplemental descriptive project information* for projects are available from: Dr. David W. Fairweather, Director, Division of Research, Demonstration, and Evaluation, Administration for Public Services, Room 2414, Mary E. Switzer Building, 330 "C" Street, S.W., Washington, D.C. 20201 (Attention 13647-791). Telephone Number: (202) 245-9203. *All written requests should contain a self-addressed mailing label to facilitate a prompt response.*

F.R. 6-21-79

Administration on Aging Education and Training Programs

AGENCY: Office of Human Development Services, DHEW.

SUBJECT: Announcement of availability of *AoA Education and Training Program Plans and Guidelines, FY 1979.*

SCOPE: *AoA Education and Training Program Plans and Guidelines, FY 1979* contains information describing most career education and training activities administered by the Administration on Aging (AoA) authorized under title IV, parts A and E of the Older Americans Act of 1965, as amended (43 U.S.C. 3131d *et seq.* and 3036) for Fiscal Years 1979, 1980 and 1981. It describes all program competitions planned for this period by AoA's Office of Education and Training (OET), and proposed plans for DHEW regional decentralization of the administration of selected education and training activities currently monitored in Washington, D.C. Activities which are proposed for support by contract include: development of a national manpower policy for personnel in the field of aging, in-service curricula development, conference and technical assistance activities, and recruitment of minorities for career preparation and training in gerontology. Six (6) sets of guidelines for grant, and/or cooperative agreement competitions scheduled for Fiscal Year 1979 and early Fiscal Year 1980 comprise the main body of this document. Each of the competitions described (Gerontology Career Preparation Program, Geriatric Fellowship Program, Minority Research Associate Program, National Continuing Education Program, and the Long Term Care Gerontology and Aging Policy Study Centers) is announced separately in this issue of the Federal Register.

AVAILABILITY: Copies of *AoA Education and Training Program Plans and Guidelines, FY 1979,* will be sent to all present and former grantees and contractors, major educational institutions, and other non-profit organizations that have been identified or requested placement on a mailing list. Additional copies may be obtained by writing:

Office of Education and Training, AoA/OHDS/DHEW, Room 4280, HEW North Bldg., 300 Independence Avenue SW., Washington, D.C. 20201. Telephone: (202) 472-4683.

F.R. 6-13-79

Gerontology Career Preparation Program

AGENCY: Office of Human Development Services, DHEW.

SUBJECT: Announcement of Competition for Grants for Gerontology Career Preparation Projects.

SUMMARY: The Administration on Aging (AoA) announces that applications are being accepted under title IV, part A, of the Older Americans Act of 1965, as amended (42 U.S.C., sec. 3031 *et seq.*) for career preparation grants in the field of aging.

DATE: Closing date for receipt of applications is August 13, 1979.

Scope of This Announcement

This program announcement is one of six (6) published in this issue of the Federal Register for grant and/or cooperative agreement competitions under title IV, parts A and E, of the Older Americans Act. Information describing these activities and other programs of the Office of Education and Training, Administration on Aging, is contained in *AoA Education and Training Program Plans and Guidelines, FY 1979.*

F.R. 6-13-79

Multidisciplinary Centers of Gerontology Program: Long Term Care Gerontology Centers

AGENCY: Office of Human Development Services, DHEW.

SUBJECT: Announcement of Competition for Grants for Long Term Care Gerontology Center Projects.

SUMMARY: The Administration on Aging (AoA) announces that applications are being accepted under title IV, part E, of the Older Americans Act of 1965, as amended (42 U.S.C., sec. 3036), Multidisciplinary Centers of Gerontology Program, for grants to support development of Long Term Care Gerontology Centers.

DATES: Closing date for receipt of applications is August 27, 1979.

F.R. 6-13-79

Geriatric Fellowship Program

AGENCY: Office of Human Development Services, DHEW.

SUBJECT: Announcement of the Competition for Grants for Geriatric Fellowship Projects.

SUMMARY: The Administration on Aging (AoA) announces that applications are being accepted under title IV, part A, of the Older Americans Act of 1965, as amended (42 U.S.C., sec. 3031 *et seq.*), for fellowship grants to develop medical school faculty in gerontology.

DATES: Closing date for receipt of applications is August 13, 1979.

F.R. 6-13-79

Multidisciplinary Centers of Gerontology Program: Aging Policy Study Centers

AGENCY: Office of Human Development Services, DHEW.

SUBJECT: Announcement of Competition for Cooperative Agreements for Aging Policy Study Center Projects.

SUMMARY: The Administration on Aging (AoA) announces that applications are being accepted under title IV, part E, of the Older Americans Act of 1965, as amended (42 U.S.C., sec. 3036), Multidisciplinary Centers of Gerontology Program, for cooperative agreements to support development of Aging Policy Study Centers.

DATES: Closing date for receipt of applications is September 4, 1979.

F.R. 6-13-79

National Continuing Education Program

AGENCY: Office of Human Development Services, DHEW.

SUBJECT: Announcement of Competition for Grant or Cooperative Agreements for National Continuing Education projects.

SUMMARY: The Administration on Aging (AoA) announces that applications are being accepted under title IV, part A, of the Older Americans Act of 1965, as amended (42 U.S.C., sec. 3031 *et seq.*) for grant or cooperative agreements meeting the education and training needs of service personnel in the field of aging.

DATES: Closing date for receipt of applications is August 13, 1979.

F.R. 6-13-79

Minority Research Associate Program

AGENCY: Office of Human Development Services, DHEW.

SUBJECT: Announcement of Competition for Grant Funds for Minority Research Associate Projects.

SUMMARY: The Administration on Aging (AoA) announces that applications are being accepted under title IV, part A, of the Older Americans Act of 1965, as amended, (42 U.S.C., sec. 3031 *et seq.*) for Fiscal Year 1980 grants strengthening the interest, participation and productivity of minority research associates in the field of aging.

DATES: Closing date for receipt of applications is September 20, 1979.

F.R. 6-13-79

[38 CFR Part 21]

Veterans Education; Independent Study

AGENCY: Veterans Administration.

ACTION: Proposed Regulation.

SUMMARY: The proposed regulation is intended to make the criteria used for measuring courses involving independent study clearer and more uniform and thus make payments of educational assistance to veterans and eligible persons more equitable.

The law provides different rates of payment of educational assistance which depend in part upon whether the veteran or eligible person is pursuing a program of education by independent study, residence training or a combination of the two. Educational institutions and state approving agencies, however, do not always define these terms in the same way, so that two students with the same attendance schedule might be paid different educational assistance. The amendment rectifies this situation.

DATES: Comments must be received on or before July 18, 1979. It is proposed to make this amendment effective the date of final approval.

ADDRESSES: Send written comments to: Administrator of Veterans Affairs (271A), Veterans Administration, 810 Vermont Avenue, NW., Washington, D.C. 20420. Comments will be available for inspection at the address shown above during normal business hours until July 30, 1979.

FOR FURTHER INFORMATION CONTACT: June C. Schaeffer, Assistant Director for Policy and Program Administration, Education and Rehabilitation Service, Department of Veterans Benefits, Veterans Administration, 810 Vermont Avenue, NW., Washington, DC 20420 (202-389-2092).

F.R. 6-18-79

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

[45 CFR Part 116a]

Title I, Elementary and Secondary Education Act; Awarding of Special Grants to Local Educational Agencies

AGENCY: Office of Education, HEW.

ACTION: Proposed regulations.

SUMMARY: The Commissioner proposes regulations to govern the awarding of special grants to local educational agencies (LEAs) with especially high concentrations of children from low-income families. These special grants are authorized under the Education Amendments of 1978.

The primary purpose of these proposed regulations is to provide methods for the allocation of remaining special grant funds after all eligible counties in a State have received funds according to the statutory formula.

These proposed sections will be incorporated into the new proposed regulations that will be published in the near future for Title I of the Elementary and Secondary Education Act of 1965.

DATES: All comments on these proposed regulations must be received on or before August 13, 1979.

ADDRESSES: Written comments should be addressed to Ms. Carolyn Horner, Division of Education for the Disadvantaged, U.S. Office of Education, 400 Maryland Avenue, SW (Room 3642D, ROB-3), Washington, D.C. 20202.

All comments that are submitted will be available for public inspection at this address during and after the comment period between 8:30 a.m. and 4:00 p.m., Mondays through Fridays, except for Federal holidays.

FOR FURTHER INFORMATION CONTACT: Ms. Carolyn Horner, (202) 245-2838.

F.R. 6-14-79

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Human Development Services

[Program Announcement No. 13627-791]

Research and Demonstration Program Announcement of Grant Funds

AGENCY: Office of Human Development Services, DHEW.

SUBJECT: Announcement of Availability of Grant Funds for Research and Demonstrations Program.

SUMMARY: The Rehabilitation Services Administration, Office of Human Development Services, announces that applications are being accepted from organizations wishing to compete for a Regional Rehabilitation Research Institute grant in Fiscal Year 1979 under Research and Demonstrations authorized by Title II, Section 204(a) of the Rehabilitation Act of 1973, as amended (29 U.S.C. 781) to assist in the rehabilitation of handicapped individuals through the development and testing of new approaches to job development and job placement. Regulations applicable to this program were published in the Federal Register, Subpart A and Subpart B of Part 1362, Chapter XIII of Title 45 of the Code of Federal Regulations (45 CFR Part 1362) on November 25, 1975.

DATES: Closing date for receipt of applications is July 25, 1979.

The Application Process

Application for a grant under the Research and Demonstration Program must be submitted on standard forms provided for this purpose. Application Kits which include the forms and other information may be obtained by writing to:

Receiving Office, Division of Grants and Contracts Management, Office of Human Development Services, DHEW, Room 1427, Mary E. Switzer Building, 330 "C" Street, S.W., Washington, D.C. 20201.

Attention: 13627-791—Telephone: (202) 245-0051.

F.R. 6-21-79

Office of Human Development Services

[Announcement No. 13606-795]

Child Welfare Research and Demonstration Grants Program; Announcement of Grant Funds

AGENCY: Office of Human Development Services, DHEW.

SUBJECT: Announcement of Availability of Grant Funds for Child Welfare Research Grants Program.

SUMMARY: The Children's Bureau, Administration for Children, Youth and Families, announces the availability of Fiscal Year 1979 funds for five special research grants under the Child Welfare Research and Demonstration Program, as authorized by Section 426 of the Social Security Act, as amended.

DATES: Applications must be received by August 15, 1979.

Availability of Application Forms

In order to be considered for a grant under the Child Welfare Research and Demonstration Grants Program, an application must be submitted on forms supplied and in the manner prescribed by the Administration for Children, Youth and Families. Application kits which contain the prescribed application forms and information for the applicant may be obtained from:

Children's Bureau, Administration for Children, Youth and Families, Program Development and Innovation Division, P.O. Box 1182, Washington, D.C. 20013, Attention: 13606-795, Telephone: (202) 755-7447; 755-7818.

F.R. 6-21-79

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Clearinghouse-Resources for Educators of Adults
SYRACUSE UNIVERSITY

PROFESSIONAL DEVELOPMENT SERIES — #1

The following items have been developed by CREA and/or the Adult Education area of the School of Education, Syracuse University.

All materials are available for free loan to New York State Educators of Adults by mail or in person. To borrow, mail your request to CREA for a two week loan.

Copies are available in Bird Library, Syracuse University.

All materials have been submitted to ERIC where they will be avialable on microfiche.

SYRACUSE UNIVERSITY RESOURCES IN ADULT EDUCATION. MS7, (CREA #1406), Alexander N. Charters. Syracuse University Publications in Continuing Education, 220 Huntington Hall, Syracuse, New York 13210, USA 1978. 18 pg.

AIDS TO ACCESS - RESOURCES FOR EDUCATORS OF ADULTS. MS1, (CREA #1375), Alexander N. Charters. Syracuse University Publications in Continuing Education, 220 Huntington Hall, Syracuse, New York 13210, USA 1978. 28 pg.

PUBLICATIONS IN CONTINUING EDUCATION. MS4, (CREA #1376), Alexander N. Charters. Syracuse Univeristy Publications in Continuing Education, 220 Huntington Hall, Syracuse, New York 13210, USA 1978. 33 pg. 296 publications.

NEWSLETTERS, CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS. January 1975-June 1978. (CC.6.US.Cr05), (CREA #1377), Alexander N. Charters and Donald P. Holmwood. Syracuse University Clearinghouse of Resources for Educators of Adults, 224 Huntington Hall, Syracuse, New York 13210, USA 1978. 30 Newsletters, 21 Fed. Registers

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ACQUISITION LIST PAMPHLET FILE - E.S. BIRD LIBRARY. (CC.6.US.Ac12b), (CREA #1370), Compiled by Alexander N. Charters. Syracuse University Clearinghouse of Resources for Educators of Adults, 224 Huntington Hall, Syracuse, New York 13210, USA 1977. 742 items.

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OMNIBUS SERIES - E.S. BIRD LIBRARY. (CC.6.US.Om19), (CREA #1369), Compiled by Alexander N. Charters. Syracuse University Adult Education Area, 220 Huntington Hall, Syracuse, New York 13210, USA 1976. 35 pg. 223 items.

THE PAUL HOY HELMS LIBRARY IN LIBERAL ADULT EDUCATION. (CC.6.US.Pa08), (CREA #1368), Compiled by Alexander N. Charters. Syracuse University Adult Education Area, 220 Huntington Hall, Syracuse, New York 13210, USA 1973. 53 pg. 733 items.

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ADULT EDUCATION MASTERS' THESIS AND DOCTORAL DISSERTATIONS - ON MICROFILM IN SYRACUSE UNIVERSITY LIBRARIES. (CC.6.US.Ma20), (CREA #1039), Compiled by Alexander N. Charters. Syracuse University Publications in Continuing Education, 220 Huntington Hall, Syracuse, New York 13210, USA 1977. 159 pg. approx. 1200 items.

THE LAUBACH COLLECTION. (BA.6.US.La03), (CREA #1224), Compiled by Deborah R. Chmaj and Menbere Wolde. Syracuse University, Syracuse, New York 13210, USA 1974. 164 linear ft.

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PROFESSIONAL DEVELOPMENT FOR EDUCATORS OF ADULTS: A BIBLIOGRAPHY. (CC.6.US.Pr04), (CREA #1382), Compiled by Alexander N. Charters and Donald P. Holmwood. Syracuse University Clearinghouse of Resources for Educators of Adults, 224 Huntington Hall, Syracuse, New York 13210, USA 1977. 111 pg. ERIC-440 items, CREA-50 items.

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Supported by the Division of Continuing Education, New York State Education Department, (315) 423-3034, *Project Director* Alexander N. Charters

PROFESSIONAL DEVELOPMENT SERIES — #2

CREA has prepared a packet of materials on two important resources -- ERIC and EPSIS -- for educators of adults in New York State.

* * *

ERIC (EDUCATIONAL RESOURCES INFORMATION CENTER)

ERIC is a nationwide network, sponsored by the National Institute of Education, designed to collect and disseminate educational documents. At present, there are about 147,000 documents in the ERIC system.

WHAT KIND OF INFORMATION IS AVAILABLE FROM ERIC?

The system contains a wide variety of documents including:

Research and technical reports
Program and project descriptions
Evaluation studies
Feasibility studies
Instructional materials
Resource guides
Tests and questionnaires
Statistical compilations
Quantitative analyses
Legislation

HOW DOES ERIC WORK?

There are two basic types of ERIC facilities -- Microfiche Collections and Data Base Search Services.

At a Microfiche Collection, print resources guide the user to documents on microfiche (4" X 6" sheets of microfilm containing up to 96 pages of text).

At a Data Base Search Service location, the data base, i.e., the ERIC information in a computer, is "searched" to yield a list of documents relative to a request for information.

At ERIC locations, contact is by mail, telephone, "walk-in" or appointment service. The method of contact varies by location.

IS ASSISTANCE AVAILABLE AT ERIC?

At ERIC Microfiche Collections, there is usually a staff person on hand to assist users.

WHAT DOES IT COST TO USE ERIC?

Costs vary by location and service. Basic services are Free. Costs may be incurred for special services such as: microfiche reproductions, reproduction of a document, and data base searches.

◆ ◆ ◆

PLEASE SEND ME A COPY OF THE ERIC - EPSIS PACKET.

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Address ____

City ______________________________ Zip ____________

* * *

I wish to borrow the following items from the Professional Development Series # 1:

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1378 1379 1380 1381 1382 1383 1384 1406

EPSIS (EDUCATIONAL PROGRAMS AND STUDIES INFORMATION SERVICE)

EPSIS is part of the New York State Education Department. **EPSIS** provides free access to the **ERIC** system and a wide variety of other services to educators in New York.

HOW DOES EPSIS PROVIDE ACCESS TO ERIC INFORMATION?

EPSIS reproduces **FREE** microfiche and abstracts of most of the **ERIC** documents in addition to providing a **FREE** statewide data base search service network to educators. The **EPSIS - ERIC** data base service operates on a regional basis: local liaison personnel assist users in retrieving information from the central **EPSIS** office in Albany.

WHAT OTHER SERVICES ARE PROVIDED BY EPSIS?

EPSIS also make available many services including:

New York State Education Department Program Information
Curriculum materials developed by BOCES and local school districts
Sources of federal funds
New legislation affecting New York schools

IS ASSISTANCE AVAILABLE AT EPSIS?

EPSIS personnel provide **ERIC** abstracts, microfiche, and computer searches in addition to the wide variety of other services.

THE ERIC - EPSIS PACKET

Educators of adults may call or write to **CREA** for the **ERIC - EPSIS PACKET**, which contains:

1. How to Use **ERIC** - a pamphlet of detailed instructions.
2. Locations of **ERIC** Data Base Search Services in New York (with phone numbers).
3. Locations of **ERIC** Microfiche Collections in New York (with phone numbers).
4. **EPSIS** brochure - detailed information on all services.
5. **EPSIS** information fact sheet.

* * *

Professional Development Series No. 1

When Professional Development Series No. 1 was distributed, it did not clearly indicate that materials could be borrowed. Please look over Professional Development Series No. 1 and order copies of items that are of interest to you, using the attached coupon.

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Grossingers, Liberty,N.Y.
N.Y. Parks and Recreation Association -
Nevele, Ellenville, N.Y.
Regional Meeting NYSPRA _
Syracuse, N.Y.
UpperCatskill Association for Continuing Community Education
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Resources for Educators of Adults

Annotated Bibliography for the Education of Public Offenders: by Descriptive Subject Headings

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Donald P. Holmwood
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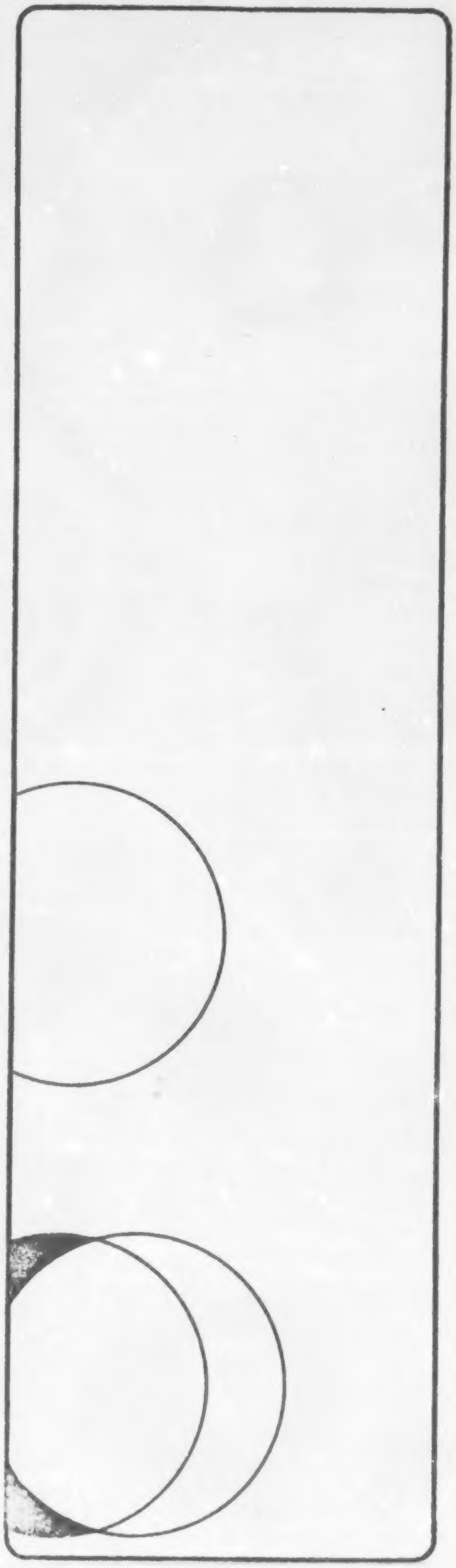

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Resources for Educators of Adults

Professional Development for Educators of Adults

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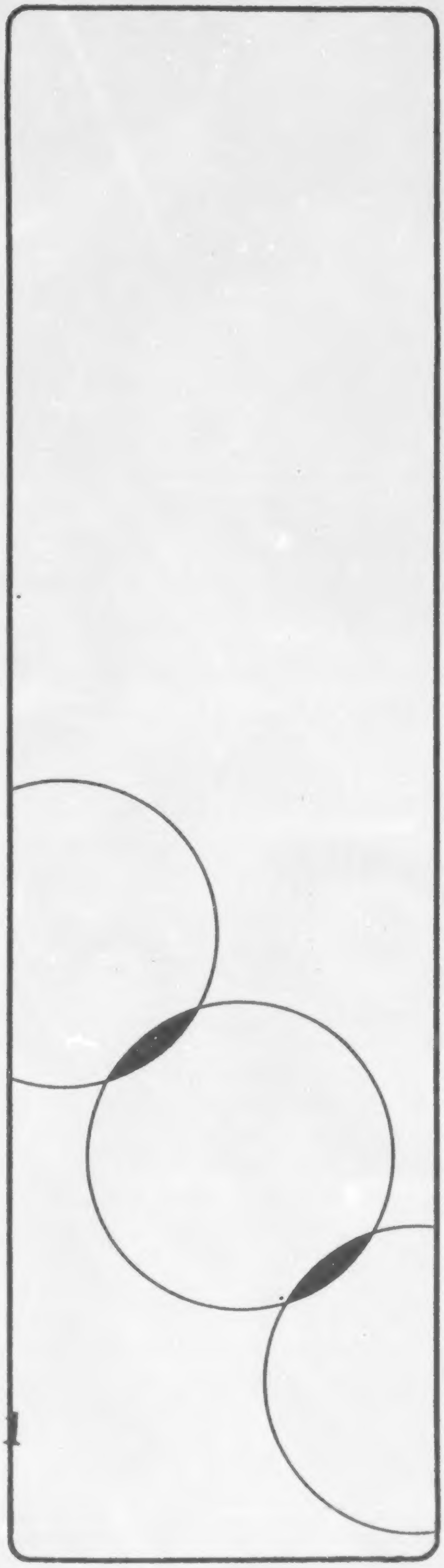

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ERIC In Process

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Resources for Educators of Adults

Community Education: An Annotated Bibliography

Compiled by:
Alexander N. Charters
Edward J. Gschwender

CREA #1591

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Alexander N. Charters, Editor

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1979

CLEARINGHOUSE - RESOURCES FOR EDUCATORS OF ADULTS
222 Huntington Hall, Syracuse University, Syracuse, New York 13210
Supported by the Division of Continuing Education, New York State Education Department

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The basic purpose of the casebook is to provide examples of corporative educational involvement for other corporations which might be interested in supporting educational opportunities. In addition, the casebook provides a means for companies with established programs of educational support to evaluate what they are doing in comparison with other companies of similar size and characteristics.

#1423 The Funding Process: Grantsmanship and Proposal Development. Decker, Virginia, and Decker, Larry. (Midland, MI: Pendell Pub. Co., 1978) 120 pp.

In this short work, the Deckers identify and discuss the factors and activities which are involved in writing grants and proposals for funding. These are: pre-preposal phase, organizing for action, researching potential funding sources, general types of governmental funding, writing the proposal, submission and follow up, grant administration.

#1482 Proposal Writing. Jordan, Thomas. (Bloomington, IN: Phi Delta Kappa, 1976) 73 pp.

The Jordan work presents a step-by-step description of developing and writing a proposal.

#1495 ECS. 1978 Student Assistance Recommendations. (Denver, CO: Education Commission of the States, 1978) 11 pp.

In this policy paper, ECS has made recommendations to states, the federal government, and institutions for policy changes in the area of student financial assistance programs.

#1498 How to Write Successful Foundation Presentations. Dermer, Joseph. (New York: Public Service Materials Center, 1974) 80 pp.

The assumption which underlies this work is that the organization for which you seek foundation support deserves to receive support, but may not have been effective in putting its best foot forward. This booklet provides a step-by-step approach to writing foundation proposals so that your organization can put its best foot forward.

#1506 Developing Skills in Proposal Writing. Hall, Mary. (Portland, OR: Continuing Education Publications, 1977) 339 pp.

The book is divided into two major parts. Part I deals with the planning and information collection which should be accomplished prior to the actual writing of the porposal. Part II deals with the actual writing of the proposal and each chapter focuses on a specific component usually found in such documents.

#1516 You Don't Know What You Got Until You Lose It: An Introduction to Accounting, Budgeting, and Tax Planning for Small Non-profit Organizations and Community Groups. Miller, Thomas, and Orser, G.R. (Washington, D.C.: The Support Center and the Community Management Center, 1976) 31 pp.

This is a booklet about administration of finances in small nonprofit organizations and agencies who don't feel their group is functioning as well as it should.

#1517 Do or Die: Survival for Nonprofits. Lee, James C. (Washington, D.C.: Taft Products, Inc., 1974) 102 pp.

This book is about money, finances, and non-profit agencies. It is directed toward those who are responsible for the management of the non-profit dollar, and are most deeply committed to its wise and beneficial use.

#1518 Guide to Sponsored Research of the Commission on Private Philanthropy and Public Needs. Commission on Private Philanthropy and Public Needs. (Washington, D.C.: Commission on Private Philanthropy and Public Needs, 1975) 51 pp.

The guide is an initial report on the sources, scope, and impact of charitable giving in the United States. It is intended to contribute to informed discussion which the Commission hopes will lead to answers to critical questions raised about philanthropy and the role of private financing in recent years.

#1519 Grant Planning Guide Packet. Hill, William J. (Washington, D.C.: Grant Development Institute) 75 pp.

The packet contains information and a guide to finance, grantsmanship, and proposal development. Included are three booklets: A Guide to Successful Grantsmanship, Successful Grantsmanship, and Grant Writing Made Easy.

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These programs were developed in 1975-76 with a grant under Section 309 of the Adult Education Act through the Division of Continuing Education, New York State Education Department, Albany, New York.

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DIVISION OF CONTINUING EDUCATION Bureau of Special Continuing Education The State Education Department
Albany, New York

NEW YORK STATE
special projects
IN CONTINUING EDUCATION

JULY 1, 1977 — June 30, 1978

FUNDED UNDER SECTION 309
OF THE ADULT EDUCATION ACT, PL. 91-230 AS AMENDED

INTRODUCTION

The Division of Continuing Education, under the Adult Education Act, P.L. 91-230 as amended, funds and monitors special projects in New York State. These special projects enable the Division to work on the following goals:

1. Develop alternate delivery systems — to reach special adult populations
2. Engage in Instructional Development of innovative curricula materials, media, instructional strategies and programs for adults
3. Establish staff development programs to meet the short term and long term staff training needs of continuing education programs in New York State

This publication describes those special projects operated by the Division of Continuing Education through its Bureau of Special Continuing Education during the period from July 1, 1977-June 30, 1978.

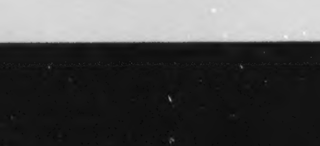
DEVELOPMENT OF ALTERNATE DELIVERY SYSTEMS

CORNELL UNIVERSITY

ADULT EDUCATION NEEDS ASSESSMENT — PHASE III will provide planned follow-up to the Statewide Needs Assessment Study conducted in 1975-76. Further interpretation and dissemination will be done of study findings on adult learning interests, barriers to participation and preferred conditions for learning.

MEDGAR EVERS COLLEGE

THE MEDGAR EVERS CENTER FOR COMMUNITY-BASED PARENT/EARLY CHILDHOOD PROFESSIONAL SERVICES continues its work toward the establishment of neighborhood-based family resource delivery systems in Brooklyn. Core groups of parents are working with the project. These parents are learning how to utilize various parent and early childhood resources within the community in order to provide information to other community groups. An annotated slide presentation of site and program development is being prepared. In addition, an evaluation of the project will be compiled and publications which will describe aspects of the project deemed useful to other communities will be submitted to the Division of Continuing Education.



MIGRANT ADULT BASIC EDUCATION

This statewide endeavor consists of a systematic instructional delivery system for increasing the basic literacy and English language skills of migrant adults residing in rural areas of the state. Instruction is done by tutors in homes, migrant camps and other convenient locations, thereby minimizing transportation difficulties and the "school fear syndrome" that many migrant adults express. Extensive data on this endeavor is collected on a monthly basis.

Migrant Adult Basic Education projects are operated by the following institutions:

State University College at Fredonia
State University College at Brockport
State University College at Geneseo
State University College at Oneonta
State University College at Oswego
Suffolk County BOCES #1
State University College at New Paltz
(also responsible for statewide coordination)

NEW YORK STATE SCHOOL OF INDUSTRIAL LABOR RELATIONS

THE PRE-RETIREMENT PROJECT operated by Cornell University-Western District in Buffalo is offering the pre-retirement curriculum and staff training model to eight counties in western New York. These materials developed last year in conjunction with the Niagara Frontier Industry Council and Erie BOCES provided a system enabling industry, labor and education to cooperate in the offering of pre-retirement programs. A curriculum guide, video tapes, a film and a training guide is available.

STATE UNIVERSITY COLLEGE AT CORTLAND

CORTLAND JOB SEARCH PROGRAM is developing an approach to make counseling and related educational services available to Cortland area unemployed and undereducated. Outreach programs are being developed and counseling is being conducted on both an individual and group basis. Workshops are being developed on resume writing, interview skills, organization for the job search, and veterans' benefits. The program is attempting to bring together area employers, labor representatives and college personnel to coordinate counseling and education services.

DEVELOPMENT OF IMPROVED INSTRUCTIONAL TECHNIQUES FOR ADULTS

ASPIRA OF NEW YORK CITY

OFF CAMPUS SUPPORTIVE SERVICES: A GRASS ROOTS MODEL OF PEER COUNSELING has been developed by ASPIRA of New York City. Hispanic students mainly from English as a second language classes have been taught micro-counseling skills. These students then counsel three or four of their peers in an attempt to develop self-confidence for further educational endeavors. A training package consisting of bilingual manuals and video tapes has been produced. Currently, training sessions are being conducted so that the approach can be field tested in ESL programs.

BRONX COMMUNITY COLLEGE

THE LEARNING THROUGH LISTENING PROJECT is developing an aural learning system for visually handicapped adults. New methods of developing aural tapes are being studied and research data is being compiled on exactly what happens to visually-impaired adults, as they proceed through the specially designed tape recorded presentations. It is expected that the information gathered from this in-depth research project may have implications for aural learning with all adults.

THE EXPERIMENTAL AND BILINGUAL INSTITUTE INCORPORATED

THE BILINGUAL DEVELOPMENTAL SKILLS PROGRAM has completed and field tested a bilingual study skills curriculum in English and Spanish for use by those adults in adult basic education programs who plan to obtain further educational and vocational training. The English and Spanish products includes diagnostic tests, a skills test and a teacher's manual.

NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA

The Division of Continuing Education has supported the development and testing of the New York State External High School Diploma program. This system assesses and certifies life competencies as the basis for awarding a local high school diploma.

The Technical Assistance and Training Center operated by the Regional Learning Service in Syracuse, provides training, on-site technical assistance and quality control for all sites offering External High School Diplomas. The Refinement and Evaluation Center in Syracuse is undertaking a thorough revision of the Diploma program based on field test results, and is conducting a six month follow-up study of all External High School Diploma graduates.

This year the six program sites have continued to field test the model to determine replicability and cost effectiveness. These sites are:

- Regional Learning Service, Syracuse
- Rensselaer-Columbia BOCES
- Sewanhaka Central High School District
- Elmira City School District
- St. Lawrence-Lewis BOCES
- Ossining-UFSD

NIAGARA FALLS PUBLIC SCHOOLS

THE COGNITIVE MAPPING PROCESS has been implemented at the Niagara Falls Adult Center. It offers adult students a way of identifying a preferred mode of learning. After the learning style has been identified, the staff person and the learner review the resources and decide on the most appropriate instructional program. A training program has been developed to assist thirteen other New York State ABE programs in the use of this approach.

STATE UNIVERSITY COLLEGE AT BUFFALO

THE PROBLEM SOLVING FOR ADULTS PROJECT is developing a comprehensive plan for ABE programs that would help adults acquire competencies needed for success in adult living which could be applied to their ongoing life situations. Models of problem solving approaches are being field tested in local programs to validate their effectiveness. The Research and Development Complex is drawing on the results of the four problem solving research studies conducted in 1977 to develop this program for ABE classrooms. This prototype is being piloted in five western New York adult education programs. The results of the pilot study will be combined with additional research to form the basis of a systematic plan for effectively including this important skill in the adult basic education curriculum.

STAFF DEVELOPMENT PROGRAMS

AMERICAN IMMIGRATION AND CITIZENSHIP CONFERENCE

CITIZENSHIP: A DESIGN FOR SOCIAL INTEGRATION is the theme of five state-wide workshops for educators and community leaders. The sessions deal with how to help newcomers to the United States achieve social integration through the acquisition of literacy skills. A pre-survey will provide maximum input for public education and greater interagency cooperation. The findings and conclusions of the workshop will be reported for future use.

CITY COLLEGE OF NEW YORK

THE PRODUCT/ACTION GRADUATE PROGRAM FOR ADULT AND COMMUNITY EDUCATORS operated by the City College of New York continues to offer a Masters Degree in Adult Education. The courses strengthen the abilities of teachers and administrators to improve the quality of programs and instructional services provided to adults. In courses such as Community Mapping, Instructional Design and Humanizing Adult Education, students devise practical strategies and materials to use with the adult clients they serve.

LANGUAGE INNOVATIONS, INC. (LINC)

TRAINING TEACHERS OF ENGLISH AS A SECOND LANGUAGE STUDENTS is a special project focusing on New York City teachers. This project is attempting to increase the awareness of the teaching-learning process in teachers of adult ESL students, thereby increasing their teaching skill. Project activities include a 10 day summer institute, follow-up visitations and workshops and the development of teacher trainers from among the participants.

ST. BONAVENTURE UNIVERSITY

THE TEACHING ADULTS IN RURAL AREAS (TARA) PROJECT is concerned with changing self-concept, fostering social consciousness, and giving the learners a new sense of their potentital to change the conditions of their lives in their families, on the job, and in the community. TARA draws from the learner's own experience, values, attitudes and perceptions rather than simply attempting to transmit pre-determined knowledge and skills in a pre-determined way. This project utilizes the Apperception Intervention Method (AIM) learned through association with World Education. This year training experiences have been conducted with ABE programs in western New York. Follow-up meetings with previously trained ABE staffs have been conducted to determine impact of the program.

STATE UNIVERSITY OF NEW YORK AT ALBANY

THE MASTERS DEGREE FOR ADULT EDUCATION ADMINISTRATORS is unique in several respects. It is based on field and academic research, is competency-based, provides for specific assessment of competencies, and has intensive field orientation. The development of the Masters Degree program will be completed by June 30, 1978, and it will be made available subsequently. The State University at Albany continues to offer at several outreach locations the Masters Degree for Adult Education Teaching which was previously developed as a special project.

SYRACUSE UNIVERSITY

THE CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS identifies, acquires and loans print and non-print materials to educators of adults in New York State. The Clearinghouse contains over 1,300 print and non-print items. CREA also assists the Division of Continuing Education with the packaging and dissemination of final reports submitted by other special projects. This statewide clearinghouse insures that results of special projects which would be beneficial to classroom managers, are actually made available to them.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

THE GRADUATE PROGRAM IN ADULT COUNSELING AND PSYCHO-SOCIAL DEVELOPMENT is attempting to improve the ability of persons currently working in counseling roles in adult education, and to increase the number of trained counselors who will work with educationally disadvantaged adults. In addition, the Doctoral concentration will prepare a limited number of students to design and implement new strategies to help adult students in their psycho-social development.

YORK COLLEGE

THE ADULT EDUCATOR TRAINING PROGRAM FOR COMMUNITY INVOLVED PERSONNEL is operated by York College of the City University of New York. The goal of this project is to field test a practical, self-instructional learning package to help community agency personnel who educate adults develop the basic competencies needed to be effective adult educators.

For further information on any of the projects described in this publication, contact The Division of Continuing Education, State Education Department, Albany, New York 12234.

This publication was developed by The Clearinghouse of Resources For Adults
SYRACUSE UNIVERSITY

Supported by the Division of Continuing Education
New York State Education Department

CREA

A Research Study Aimed at the Adaptation of Tasks for the Measurement of Logical Judgments in Adults

A research study has recently been completed by SUNY at Albany under the direction of Dr. Joseph A. Bosco and staff. The results of this study are now available to adult educators who are interested.

The objectives of the study were to examine:

a. The utility of Peel's tests of logical judgment with adult basic education students.
b. The relationship of the measure of logical judgment to the measure of reading comprehension.
c. The relationship of the measure of concepts of language structure to reading comprehension.
d. The relationship of logical judgments to various demographic variables - age, sex, ethnic groups and number of years of schooling prior to entering the program.

A summary of the study is available from the Clearinghouse free of charge. Complete the form at the bottom of this sheet and mail to the Clearinghouse. Supplies are limited and we ask that you limit your request to one copy per department.

This study was conducted by the Adult Education Project of the State University at Albany. It was funded under section 309 of The A.E. Act, by the Division of Continuing Education, New York State Education Department, Albany, New York.

Mail to: **Syracuse University**
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Please send me a summary of the study relating to the Measurement of Logical Judgments in Adults

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ADULT EDUCATION MASTERS' DEGREE COMPONENTS

The Program, organized as it is around the attainment of defined competencies for Adult Educators, should prove useful for those interested in course development, in-service staff development or a program of self-study by adult educators.

The competencies were identified over a period of several years of study at SUNY/Albany. The last two years of the program were funded by the Division of Continuing Education, New York State Education Department.

PROGRAM FORMAT

The entire program is divided into units called
•COMPONENTS
Components are further divided into
• CLUSTERS
Clusters are subdivided into
• MODULES

Each Cluster is organized with the following sub-groups: Rationale, Cluster Objectives, Pre Requisites, Pre Assessments, Advanced Organizer, Post Organizer and Post Assessment.

PROGRAM COMPONENTS

		Price
AE 01	Historical, Philosophical and Sociological Foundations of Adult Education	$3.25*
AE 02	Psychology of the Adult Learner	4.50
AE 03	Fundamentals of Curriculum and Instruction	7.75
AE 04	Curriculum and Program Planning in Adult Education	3.50
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AE 06	Seminar in Adult Education	1.75
AE 07	Community and Group Process in Adult Education	5.50
AE 08	Independent Study	1.75
AE 09	Reading for Adults	4.75
AE 10	Life Coping Skills, Computation Skills, Counseling for Adults	3.25

***Price includes postage and handling-make checks payable to ADULT EDUCATION PROJECT**

And send to:

Dr. Joseph Bosco
School of Education
SUNY at Albany
1400 Washington Ave.
Albany, New York 12203
(518) 457-8233

This study was conducted by the Adult Education Project of the State University at Albany. It was funded under section 309 of The Adult Education Act, by the Division of Continuing Education, New York State Education Department, Albany, New York.

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Monday, May 16 2:15-3:15

A report on 3 new graduate programs in New York State specially designed for adult education teachers, administrators and counselors.
Hear how the programs were established, the nature of the efforts and what services are now available from them.

Joseph Bosco, SUNY at Albany
Norman Shapiro, City College at New York
Winthrop Adkins, Teachers College, Columbia
Chairperson: Lois Matheson, Bureau of Special Continuing Education

Monday, May 16 5-7pm Card Room, Upper Lobby

An exhibit of New York State special 309 projects supported by the Division of Continuing Education, New York State Education Department

Tuesday, May 17 9:45-10:45am

A report on the New York State External High School Diploma Program - hear of the effort to assess and certify life competencies as the basis of awarding a high school diploma.
Listen to a representative of the Regional Learning Service of Syracuse and representatives from:

- O St. Lawrence-Lewis B.O.C.E.S.
- O Elmira City School District
- O Ossining U.F.S.D.
- O Sewanhaka Central H. S. District

Chairperson: Lois Matheson, Bureau of Special Continuing Education

Division of Continuing Education -- New York State Education Department

NEW YORK STATE

special projects

IN CONTINUING EDUCATION

JULY 1, 1976 - JUNE 30, 1977

FUNDED UNDER SECTION 309
OF THE ADULT EDUCATION ACT. PL. 93-380

DIVISION OF CONTINUING EDUCATION Bureau of Special Continuing Education The State Education Department
Albany, New York

INTRODUCTION

The Division of Continuing Education, under the Adult Education Act, P.L. 91-230 as amended, funds and monitors special projects in New York State. These special projects enable the Division to work on the following goals:

1. Develop alternate delivery systems — to reach special adult populations
2. Engage in Instructional Development of innovative curricula materials, media, instructional strategies and programs for adults
3. Establish staff development programs to meet the short term and long term staff training needs of continuing education programs in New York State

This publication describes those special projects operated by the Division of Continuing Education through its Bureau of Special Continuing Education during the period from July 1, 1976-June 30, 1977.

ALTERNATE DELIVERY SYSTEMS

ALBANY ADULT LEARNING CENTER

ALBANY CABLE TELEVISION operated by the Albany Adult Learning Center is primarily a study of the effectiveness of receiving high school equivalency instruction through home television with tutors easily accessible by phone. In addition a model is available of how to program the use of the free access educational television available through cable television. A video tape on metrics is also being produced.

AMERICAN INDIAN COMMUNITY HOUSE

ADULT EDUCATION FOR NATIVE AMERICANS is operated by the American Indian Community House, New York, N.Y. This project is an opportunity to demonstrate varied ways of providing educational services to native Americans living in an urban area.

CORNELL NEEDS ASSESSMENT

THE ADULT EDUCATION NEEDS ASSESSMENT — PHASE II was assisted by the Cornell Institute for Research and Development in Occupational and Continuing Education. The Institute further refined, interpreted, disseminated and applied the findings of the state-wide Needs Assessment study (1975-1976). The dissemination of these findings included planning and implementing 9 regional workshops, for Deans and Directors of Continuing Education programs, other professional educators, local Boards of Education, business and industry.

PROGRAM FUNDING, INC.

MIGRANT ADULT CONTINUING EDUCATION operated by Program Funding, Inc., Rochester, is an attempt to demonstrate a comprehensive approach to serving migrant farmworkers. The resulting manual will enable other programs serving migrant populations to gain insights into the use of supportive services in migrants' basic education program.

ROOSEVELT PUBLIC SCHOOLS

THE ROOSEVELT CONTINUING EDUCATION RESOURCE AND REFERRAL CENTER operated by the Roosevelt Public Schools is providing disadvantaged adults a coordinated program of educational pre-vocational and community services. This program offers a model of how to develop community confidence and support.

WEST BABYLON PUBLIC SCHOOLS

THE PARENT TRAINING LABORATORY operated by the West Babylon Public Schools is providing bilingual discussion sessions for adults who speak English as a second language and have experienced difficulty in understanding problems between the school and their children. The resulting model will provide methods of developing mutual understanding between public school education staffs and parents with diverse ethnic backgrounds.

STATE UNIVERSITY COLLEGE AT GENESEO MIGRANT CENTER

IN-CAMP LEARNING PROGRAM, operated by S.U.C. Geneseo Migrant Center, provides basic education and life coping skills along with health and supportive services to adults living in the migrant camps. The results will provide various approaches and insights into how to approach the problems and needs of migrant workers.

MEDGAR EVERS COLLEGE

THE MEDGAR EVERS ADULT EDUCATION CENTER FOR PARENT AND EARLY CHILDHOOD SERVICES operated by Medgar Evers College, Brooklyn, provides an urban community based approach for dealing with parenting problems. The purpose is to establish organized groups of parents in neighborhood settings which will continue after the center staff moves to another area. Data will be available on problems parents discuss and solutions which have been successful.

NEW YORK CITY COMMUNITY COLLEGE

THE LEARNING CENTER FOR DETAINEES AND EX-OFFENDERS operated by the New York City Community College is providing instructional and counseling services to detainees and ex-offenders through an individualized approach. The results of this project will enable other agencies to review the special processes of recruiting and assisting these adult learners.

INSTRUCTIONAL SERVICES

ASPIRA OF NEW YORK CITY

OFF CAMPUS SUPPORTIVE SERVICES: A GRASS ROOTS MODEL OF PEER COUNSELING is operated by ASPIRA of New York City. Hispanic students of English as a second language classes are taught micro-counseling skills, which they use with three or four of their peers in an attempt to develop self-confidence for educational endeavors. A training package consisting of bilingual manuals and video tapes will be produced.

BRONX COMMUNITY COLLEGE

THE LEARNING THROUGH LISTENING PROJECT, operated by Bronx Community College, New York City is the development and study of an aural approach to a personalized system of instruction for visually handicapped adults. The resulting product development model will be a trend-setting method for producing audio tapes for adult learners.

THE EXPERIMENTAL AND BILINGUAL INSTITUTE INCORPORATED

THE BILINGUAL DEVELOPMENTAL SKILLS PROGRAM operated by the Experimental and Bilingual Institute Incorporated of East Harlem is developing a bilingual study skills curriculum in English and Spanish for use by those adults in adult basic education programs who plan to obtain further educational and vocational training. The English and Spanish products will include diagnostic tests, a skills text and a teacher's manual.

ERIE BOCES #1

THE PRE-RETIREMENT PROJECT operated by Erie BOCES #1, Buffalo in conjunction with the Niagara Frontier Industry Education Council is providing a pre-retirement curriculum and staff training model. These materials will provide a system enabling industry, labor and education to cooperate in the offering of pre-retirement programs. A curriculum guide, video tapes, a film and a training guide will be available.

PROBLEM SOLVING FOR ADULTS

Stimulated by the Adult Performance Level Study, the Division of Continuing Education is engaged in an intensive inquiry into Problem Solving for Adults. The ground work for possible curriculum, materials, tests and staff development is being carefully laid with thorough literature searches and pilot testing. Four projects in various geographic areas and institutional settings are assisting with this inquiry.

1. Annotated Bibliography and Critical Analysis of Literature Concerning Adult Problem Solving operated by Brooklyn Community College.
2. Problem Solving For Disadvantaged Adults operated by the State University College at Buffalo.
3. Identifying Adult Problems and Problem Solving Strategies operated by Nassau County B.O.C.E.S.
4. Development and Implementation of a Problem-Solving Model in an ABE Program operated by Amityville Union Free School District.

STATE UNIVERSITY OF NEW YORK AT ALBANY

CONSORTIA EFFORT TO IMPROVE EDUCATION IN CORRECTIONAL FACILITIES operated by the State University of New York at Albany is strengthening the basic and general educational program in New York State correctional facilities. This project is developing an overall educational plan, curricula and staff training programs as part of this statewide effort.

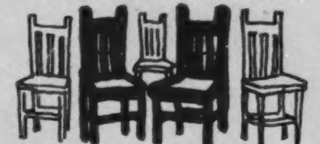
EXTERNAL HIGH SCHOOL DIPLOMA

The Division of Continuing Education has supported the development and testing of the New York State External High School diploma program developed by the Regional Learning Service which is based in Syracuse. The diploma program assesses and certifies life competencies as the basis for awarding a local high school diploma. This year the program has been expanded to 5 additional sites throughout the state for field testing to determine replicability and cost effectiveness.

The Training and Assistance Center operated by the Regional Learning Service provides training, on-site technical assistance and quality control for all the program sites offering External High School diplomas.

The External High School diploma is currently being offered at the following sites:

- Regional Learning Service, Syracuse
- Rensselaer-Columbia B.O.C.E.S.
- Sewanhaka Central High School District
- Elmira City School District
- St. Lawrence-Lewis B.O.C.E.S.
- Ossining-U.F.S.D.



STAFF DEVELOPMENT PROGRAMS

CITY COLLEGE OF NEW YORK

THE PRODUCT/ACTION GRADUATE PROGRAM FOR ADULT AND COMMUNITY EDUCATORS operated by the City College of New York is currently offering courses which strengthen the abilities of teachers and administrators and ultimately improve the quality of programs and instructional services provided to adults. In courses such as Community Mapping, Instructional Design and Humanizing Adult Education, students devise practical strategies and materials to use with the adult clients they serve.

STATE UNIVERSITY OF NEW YORK AT ALBANY — TWO YEAR COLLEGE DEVELOPMENT CENTER

STAFF DEVELOPMENT TRAINING FOR N.Y. ADULT EDUCATION STAFF is operated by the SUNY at Albany, provides regional training opportunities as determined in conjunction with the NYS Needs Assessment.

LANGUAGE INNOVATIONS, INC. (LINC)

TRAINING TEACHERS OF ENGLISH AS A SECOND LANGUAGE STUDENTS is a special project conducted by Language Innovations, Inc. This project is attempting to increase the awareness of the teaching-learning process in teachers of adult ESL students, thereby increasing their teaching skill. Project activities include a two-week summer institute, follow-up visitations and workshops and the designing of one-day regional workshops to be conducted by selected participants in the training program.

STATE UNIVERSITY OF NEW YORK AT ALBANY

A COMPETENCY-BASED MASTERS DEGREE PROGRAM IN ADULT BASIC AND CONTINUING EDUCATION has been established at the State University of New York at Albany. Courses are also offered at three outreach locations — in Western New York, Westchester County and Long Island. This year intensive work is being done to identify and validate competencies necessary for administrators of continuing education programs.

SYRACUSE UNIVERSITY

THE CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS is located at Syracuse University. It acquires and distributes materials in adult and community education, teaching, counseling and administration. In addition, the Clearinghouse assists the Division of Continuing Education with the packaging and dissemination of products developed by other special projects.

TEACHERS COLLEGE

TEACHER/COUNSELOR COMPETENCIES IN ADULT AFFECTIVE DEVELOPMENT operated by Teachers College, Columbia University, is attempting to improve the ability of teachers and counselors to deal with the affective learning needs of disadvantaged adults. Project activities include conducting workshops throughout New York State and designing courses to be offered in a Masters and Doctoral Program in Adult Counseling and Affective Program Development.

ST. BONAVENTURE UNIVERSITY

TEACHING ADULTS IN RURAL AREAS (TARA), operated by St. Bonaventure University, is a staff training program which facilitates the utilization of the Apperception Interaction Method (AIM) which provides the basis for developing coping strategies for the problems and concerns of adult students. This training enables rural adult educators to learn how to develop a set of tailor made instructional materials which are reality based and meaningful to ABE students.

YORK COLLEGE

THE ADULT EDUCATOR TRAINING PROGRAM FOR COMMUNITY INVOLVED PERSONNEL is cooperated by York College of the City University of New York. The goal of this project is to develop and pilot test, a practical, self-instructional learning package to help community agency personnel who educate adults to develop the basic competencies needed to be effective adult educators.

For further information on any of the projects described in this publication, contact Ms. Lois Matheson, Division of Continuing Education, State Education Department, Albany, New York 12234.

This publication was developed by CREA — SYRACUSE UNIVERSITY

ACTION PLANS AND PROCEDURES FOR DISSEMINATION OF SPECIAL 309 PROJECT REPORTS

ACTION PLANS

Final reports of special 309 projects in New York State will be sent to ERIC.
All projects will be edited and disseminated materials will be produced for three levels of interest by the Clearinghouse of Resources for Educators of Adults.

Level 1. General interest - this will consist of a one-page flyer that will contain the general information concerning the project. It will be produced and mailed to everyone on the CREA mailing list with the notation that further information is available by writing CREA.

Level 2. This level will be represented by a document that gives a detailed report of the project. In some cases, the project might be divided into segments that represent areas of interest. These documents will be sent upon request only.

Level 3. This level will represent the actual document that is sent to the Clearinghouse. Requests for this document will be on a loan basis unless the final report is quite brief, in which case, copies will be sent to ERIC. If requests at this level exceed the number of documents that CREA has on the shelf, the requestor will be referred to ERIC. Persons representing this level of interest might also be referred to the Project Director for further information.

PROCEDURES

1. Documents sent to CREA for dissemination purposes should originate from the Division of Continuing Education and should bear the signature of either the Project Monitor or Ms. Lois Matheson with whom there is an association.
2. The materials will be edited for dissemination on two levels by CREA as explained in the Action Plans statement. Level three does not require editing.

3. When the flyer, representing level 1, is completed and is ready for duplication, a draft copy, will be sent to the Division of Continuing Education and one sent to the Project Director. An explanation accompanying the flyer will state that either written approval or disagreement with the flyer must be sent to CREA within 10 days or approval will be assumed and the flyer will be printed. This letter will be sent to the Division and the Project Director by registered mail.

4. The second level of dissemination will be handled in the same manner as the first level with the edited copy being sent to both the Division and the Project Director by registered mail. A time limit will be employed for this step that will be slightly more generous than in step number one. I would recommend that it be set at about 15 days after the receipt of the document.

5. The third level is reserved for those whose interest is not satisfied by level two. These persons will either be loaned the actual report or will be referred to ERIC for microfiche copies.
   Almost all project reports will be sent to ERIC and upon receipt of their acceptance, CREA will notify its readers that the project report is available on microfiche.
   New York State educators will, of course, be encouraged to request microfiche from EPSIS in Albany.

Donald P. Holmwood

Donald P. Holmwood, Program Director
Clearinghouse Resources for Educators of Adults

Lois Matheson

Lois Matheson, Bureau of Special Continuing Education, State Education Department

To: Alexander Charters
Re: Resource Units
From: David Price

In March of 1979, Dr. Alexander Charters and myself explored the idea of the creation of Resource Units. The primary reason was to attempt to get CREA materials into the hands of the people who use them i.e. N.Y.S. Educators of Adults. Units were established with the Laubach Literacy Center on Adams St. in Syracuse, the Onondaga County BOCES, Syracuse,N.Y. the Oswego County Cooperative Extension Office located at Mexico, N.Y.: Division of Continuing Education, Utica College Utica, N.Y.; and Community General Hospital; Syracuse, N.Y. We met with various levels of success in our first attempt at the program and as the result of the first attempt. CREA did reach new and different audiences. We did not get the free-flow of resources of Centers to CREA and back.

Recommendations for the future:

I think the idea is a good one. I think the benefits do outweigh the hardships. It does take a Graduate Assistant to set and administer the center, realistically 3 - 10 hours per week. The GA must travel to the Center at least once every two weeks. The Centers need the personal contact. In the future, centers should be established in the following areas and at these particular sites:

NORTH - Cooperative Extension of Oswego County. CE itself had an adult education staff of 15, a Susan Kovak who will act as on-site representative in Central Oswego County would be available to see adult educators of Northern Onondaga County and all of Oswego County.

WEST - Cayuga County Community College, located in Auburn, N.Y.,,20 miles west. Division of Continued Education would be glad to establish a unit. This office is active in all phases of Adult Education including migrant education, and education in prison.

SOUTH - The Career Education Center in Cortland, N.Y. (30 miles south) would be more than willing to establish a center open to adult Educators.

EAST _ Utica College is too far. Forty-five miles and does not seem to be a focal point for A.E. though they are willing to cooperate with us. Perhaps
s
Madison County BOCES in Canastota, N.Y. (16 miles)

CENTRAL: A laison with Laubach should continue because of its uniqueness.

CLEARINGHOUSE
RESOURCES FOR EDUCATORS OF ADULTS
SUMMARY OF ACTIVITIES 1976-77

		July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Individual Requests	Mail	6	6	19	21	44	27	31	16	35	38	36	34	313
	Person	3	1	6	14	24	7	22	24	13	9	5	4	132
	Total	9	7	25	35	68	34	53	40	48	47	41	38	445
Items Requested	Print	16	9	77	69	162	115	144	96	240	102	150	121	1301
	Non-Print	0	1	6	12	15	3	1	0	1	47	32	19	137
	Total	16	10	83	81	177	118	145	96	241	149	182	140	1438
Items sent the day requested		16	9	48	63	104	82	92	71	163	58	112	51	869
Items not sent the day requested		0	1	35	18	73	36	53	25	78	91	70	89	569
Backlog on Reserve								123	106	146	165	199	179	

CLEARINGHOUSE
RESOURCES FOR EDUCATORS OF ADULTS
SUMMARY OF ACTIVITIES 1977-78

		July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Individual Requests	Mail	34	21	14	40	64	63	37	32	66	44	71	81	567
	Person	58	8	20	8	11	12	13	15	13	28	15	5	196
	Total	92	29	34	48	75	75	50	47	79	62	85	86	762
Items Requested	Print	242	166	134	134	241	301	133	116	233	167	224	284	2,375
	Non-Print	0	11	15	50	41	26	9	13	40	28	27	7	267
	Total	242	177	149	184	282	327	142	129	273	195	251	291	2,642
Items sent the day requested		130	102	122	102	78	85	64	78	89	95	61	78	2,001
Items not sent day requested		112	75	27	82	204	242	78	51	184	100	190	201	1,646
Backlog on reserve at end of month		196	267	270	330	368	422	388	320	387	356	363	271	

CREA Resource Units

March	Syracuse University Syracuse, N.Y.	Cooperative Extension Mexico,N.Y	Utica College Utica N.Y.	Adult Basic Educ. Syracuse N.Y.	Onon. BOCES Syr.N.Y.	Laubach Literay Syr. N.Y.	Community Hospital Syr.N.Y.	Learning Resource Center
No. of Visitors	Mth to date	Mth to date	Mth to date	mth to date	mth to date	mth to date	mth to date	mth to date
	73	15		30	10	25		23
z	current wk.	current wk	current wk	current wk.	current wk	current wk	current wk	current wk.
No. of Borrowers	Mth to date	mtn to date	mtn to date	mth to date	mth to date	mth to date	mth to date	mth todate
	20 10		20	5	10			
	current wk	current wk	current wk	current wk	current wk	current wk	current wk	current wk
No. of Items Borrowed	mth to date	mth to date	mth to date	mth to date	mth to date	mth to date	mth to date	mth to date
	30	10		35	7	17		
	current wk.	currentwk.	current wk	current wk	currentwk	current wk	current wk	current wk
No. of Items Sent	mth. to date	mth to date	mth to date	mth to date	mth to date	mth to date	mth to date	mth to date
		15		30	10	20		
	current wk.	current wk	current wk	current	current wk	current wk	current wk	current wk
No. ov items returned	mth to date	mthe to date	mth to date	mth to date	mth to date	mth to date	mth to date	mth to date
				20	0	10		
	current wk	current wk	current wk	current wk	current wk	current wk	current wk	current wk

Learning Through Listening: A New Approach

EDWARD S. COBB, PH.D.
Dr. Cobb is the director, Learning through Listening Project, Bronx Community College of the City University of New York.

Abstract: *For many reasons, independent study using tape recordings is more difficult than study by reading print. Attempts to compensate have traditionally involved listening skills pretraining programs. An alternative approach explores the effectiveness of different ways of presenting materials for aural study. Study activity data are obtainable from specially modified playback decks which emitted electrical signals for all student-initiated functions. This critical feedback can be recorded and processed by a computer in an aural learning laboratory. The relations between independently controlled presentation variations and correlations of study activity data and student comprehension scores provide the basis for a more effective aural adaptation structure.*

Since learning through listening is more difficult than learning by reading, the initial efforts of our Learning through Listening Project were concentrated on gaining knowledge about the problem and discovering what others had done to facilitate aural learning. Hundreds of references were obtained through ERIC and PASAR computer searches of different sets of descriptors related to listening in general, the teaching of listening skills, the measurement of listening abilities, and learning through listening (all referred to here as the literature of listening). An annotated bibliography of references most relevant to our research is a product of the initial funding period (Cobb, 1976, 29-93).

After searching the literature and personally contacting professionals in the field, a research plan was designed. Its main purpose was to produce teaching materials and procedures by which visually handicapped students may learn more effectively through listening. Since the ongoing Learning through Listening Project is funded under the Adult Education Act, as administered by the Bureau of Special Continuing Education of the New York State Education Department, our immediate target population currently comprises visually handicapped adults—those over 16 years of age, out of school, and who have not yet completed a high school education. However, any population of aural learners is a potential beneficiary of the efforts of this research.

This article describes briefly some difficulties that define the problem of aural learning, discusses how that problem has been attacked in the past (and why it was decided not to continue in that way), and finally outlines an alternative approach—the research plan implemented in this project.

THE PROBLEM OF AURAL LEARNING

The term *aural learning* refers here specifically to independent study by listening to tape-recorded material. *The problem* encountered in aural learning is that it is more difficult than independent study by reading printed matter. The tape-recorded educational materials currently available to visually handicapped students (such as those from Recording for the Blind, Inc.) are literal transcriptions of books. It is the studying from literal transcription tapes, as opposed to reading the books from which they were recorded, that constitutes the problem of aural learning. The difference is best described in terms of *student control over the presentation* being studied.

In order to appreciate the difference that gives the visual learner an advantage over the aural learner, consider two extremes: Listening to a lecture in a classroom, and reading the same presentation. When reading, there are several things a student can do that are not possible (or at least are impractical) when listening to a speaker. The student can simply stop reading at any point and engage in any of a number of study activities: restate what has been read in more familiar terms, formulate a question and attempt to answer it, look up a definition, refer to another source, underline a passage, deduce from an example, or generalize from one. What is especially important is that these kinds of study activities can all occur with the written presentation conveniently available for selective re-reading.

There are other important forms of interaction with, and control over, a printed presentation. A student can easily control the rate of presentation by reading slowly or more quickly. He or she can skip over material or read selectively in other ways, and can also obtain a preview of what is about to come. All these alternatives represent substantial advantages for the student who reads. These options for control over material to be learned are, for the most part, not possible for a student who is passively listening to a speaker.

When a student is studying a presentation on a tape recorder, many of the above mentioned reading activities can be attempted, but not easily. The presentation is not readily available for review and the student must depend upon short-term memory of what has been recently heard.

Finding material—or search and location—is one of the problems of reviewing a presentation. A sighted student who wants to review something read an hour ago can be seconds away from finding it. In contrast, the aural learner may end up spending a substantial amount of time locating part of a presentation which was heard only minutes before. The student who reads has the presentation conveniently divided up into structured parts: pages, paragraphs, headings, and sub-headings in different kinds of print. As a last resort, there is usually an index and table of contents.

Were search and location the only disadvantage of aural study, it would merit our attention. But it is only part of the difficulty of reviewing. The aural learner cannot review as selectively as the reader, a fact that is part of a larger problem. Some tape recorders give student control over the rate of presentation, but this too is cumbersome and time-consuming. Also, there is no effective way to scan ahead for a preview.

Many study activities of the student who reads are also possible for the student who listens to tape-recorded presentations, but the aural learner does not use them because it is too bothersome. When that happens, much of the listener's time is spent in conditions approximating a classroom lecture, as opposed to those of a student independently studying the printed word.

Many of these limitations to aural study are necessarily true. Experimental data describing the differences between visual and aural study would simply inform us of the extent to which they are true. Other limitations arising from differences in what listeners vs. readers will bother to do while studying are probably important, but they have been suppositional to date. For example, we suppose that when a student engaged in the independent study of a literal transcription tape does stop the recording machine, it may often be for reasons we would like to avoid, such as confusion, overloading of memory, inattention, boredom, or frustration.

Measuring How Tapes Are Studied

The aural learning laboratory of the Learning through Listening Project has recently obtained experimental data which measures precisely how students study literal transcription tapes, as well as a variety of other recorded presentation structures. These pilot data and the laboratory instrumentation developed to provide them, are the major innovation of the research plan described here. The experimental approach that we refer to as the Study of Study (SOS) research constitutes a very different and potentially more effective effort to facilitate aural learning.

THE TRADITIONAL APPROACH Daugherty (1974), Ducker (1968), Lundsteen (1971), and Stocker (1971), were referants in the literature of listening for this discussion. A newcomer might ponder the meaning of the term "listening skills." Analogies with other senses are revealing, e.g., —seeing skills, smelling skills. The same is true for statements containing the term, or derived from it. Consider, for example, "If we teach students the basic listening skills, they will become better listeners." That kind of statement is quite common in the literature of listening. Now consider its visual analogue: "If we teach students the basic seeing skills, they will become better seers."

Clearly, listening is not comparable to words such as seeing or smelling, and indeed the literature often makes a distinction between hearing and listening. The latter is understood to include the former, which would account for the many times when the terms are used interchangeably. But we have seen that listening must mean something *in addition* to hearing. What then?

A sample of the literature reveals that listening means hearing and *aural language comprehension*, and that a close visual analogue to "listening skills" is "reading comprehension skills." There are exceptions to the generalization, e.g., that listening includes remembering and attention, and that some distinctions are made with respect to hypothetical events said to take place inside the listener as opposed to a person who is said to be "processing" visual stimulation. However, if it were understood that the most general meaning of reading comprehension could include such matters as an appreciation of the difference between inductive and deductive inference, the identification of various logical fallacies, and the distinction between connotative and denotative meaning, there would probably be agreement that most of what is meant by listening skills is adequately covered by the term "hearing" *plus* all that is meant by reading comprehension skills. That, of course, is a lot.

A lack of language comprehension is *not* the problem of listening as we have described it; it is the problem of education in general; it is every student's problem, not just the aural learner's. So whatever benefit is accrued from having completed a how-to-listen-better course would hardly be restricted to a student studying with a tape recorder. Learning to extract the main point of a short passage presented for aural consumption is not going to be a very different "skill" from learning how to respond in the same way to the same passage printed on a page. Or is it? In any case, we have seen no evidence to support the assumption that such skills are different, and this is one of the assumptions implicit in the literature of listening that we question.

Before we are condemned for missing the point of the literature of listening, consider another of its assumptions: Even though reading comprehension skills and listening comprehension skills may not be mutually exclusive, they are necessary prerequisites for general comprehension. They are taught to best advantage as such, in a separate course, independent of other subject matter, perhaps as exercises. The implication is that there are courses which purport to teach people to be "better listeners." Where does the evidence for that assumption exist? Certainly not in the literature of listening. If it comes from the literature on reading comprehension, questioning of the first assumption is all the more reasonable.

How-to-listen-better Courses?

Consider a sample of the repertoire of skills how-to-listen-better courses attempt to impart: get the main points, remember details, summarize a presentation, make an outline, make comparisons, classify mixed items, distinguish cause from effect, predict outcomes, distinguish fact from opinion, draw conclusions, recognize conflict, follow directions, ask questions about a presentation, identify persuasion, make inferences, imitate. Obviously, any student who has learned how to respond to presentations in the above ways is going to learn them more effectively whether they are read or heard. How are such abilities most effectively acquired by a student? The assumption that they should (or even can) be taught directly in a single course, under the title of "listening skills," is in question.

An alternative is to work toward those goals of education indirectly, as a part of a long-term process of learning to understand any subject. For example, if we consistently evaluate aural learners in terms of their ability to "get the main points" of a reference in American history, we see no reason why they will not learn to do that, and learn American history as well.

Aside from relative effectiveness of procedures for teaching listening skills, and the issue that, if established, they do not compensate for the difficulties of aural study relative to visual, there is still the fact that proficiency in the curriculum of listening skills courses would facilitate independent study of tape recorded material in an absolute sense. It should be noted that the advantage would be entirely restricted to those students who attained the proficiency—a severe practical limitation of the traditional approach to the problem of listening. The success of the approach depends entirely upon success in teaching the curriculum of listening skills courses, much of which has been an especially troublesome goal throughout the history of education.

"... if we consistently evaluate aural learners in terms of their ability to 'get the main point' of a reference in American History, we see no reason why they will not learn to do that, and learn American History as well."

Many people fervently believe in the value of how-to-listen-better courses, but we have found no convincing evidence in the literature of listening to support their case. Convincing evidence is indeed hard to come by, for the problems in defining a given listening skill, teaching specific responses to specific presentations under a given set of learning conditions, then showing that the performance established provides the basis for generalization to new material under different performance requirements, cannot be resolved easily.

Remembering Details

For example, consider the skill of "remembering details" of aural presentations. After defining what a detail is, as distinct from other properties of verbal presentations, it would then have to be shown that students improved significantly in their ability to remember the specific details presented to them, under instructional conditions that presumably included differential feedback for their attempts to remember them. Then we would have to show that our students were, as a result, better able to remember other kinds of details, embedded in other kinds of verbal contexts, under other kinds of performance conditions (e.g., independent study of literal transcription tapes). Otherwise, what would be the point? The literature of listening suffers greatly from a lack of even *some* of that kind of evidence for *some* "listening skills."

Our own research into the literature of listening has brought us to the point where we are no longer saying that students need to "learn how to listen better," but rather that they need to "learn how to listen to *something* better." This may not sound like a very substantial distinction, but it casts the whole problem of facilitating aural learning in a different light. Many of the questions that arise when we try to teach students how to *listen* may well be pseudo-problems. When we try to teach them *something* aurally, on the other hand, other kinds of questions become important—questions that can be answered more effectively.

ANALOGIES WITH SEEING

We have already made analogies with the other senses to show that listening is a word that encompasses much more than a word such as seeing. Whether or not listening skills is a misnomer is really not pertinent. It may be useful, however, to go back to a visual analysis and compare it with our conception of listening.

Sighted people need training in how to see *something*, but not to *see*. In art appreciation they learn to discriminate certain properties of paintings; if they are studying hematology, then they learn to see subtle differences in microscopic samples of blood; if they are driving a car, it is important to learn to respond to complex visual displays in a variety of ways. The art connoisseur, hematologist, and driver have not learned how to see, but rather to respond to particular displays which they see. The hematologist is not better at seeing than the driver of the car, he is better at seeing *something*.

By the same token, we don't need to learn how to listen. An ornithologist learns to discriminate the vocalizations of a robin from those of a blue jay; a musician to hear the voices of a four-part fugue as independent from one another; and a Morse Code operator makes other kinds of auditory discriminations. All three learn to respond differentially to different classes of auditory stimuli. One person does not hear better or listen better than another. Individuals are all better at listening to particular kinds of presentations, and if the presentations are verbal, the same analysis persists.

If a student does not understand simple sentences when they are presented for aural learning, then we can go about teaching that student to respond differently to simple sentences in ways that reflect understanding of the content we are trying to teach. But that is not teaching the student how to listen. And if a student does understand simple sentences in some situations, but fails to make responses that reflect comprehension in a teaching setting, again the problem is not lack of knowledge of how to listen. The problem remains: The student does not listen to particular materials in particular situations. In that case, language comprehension is no more the problem than poor listening ability, and other kinds of solutions are in order.

Clearly there are grammatical, syntactic, semantic, and logical rules that can be used to describe the production and reception of language. There are rules that refer to the meanings of parts of words, words, and groups of words.

Because such properties of language are generic, some of them may be useful to learn about and practice *per se*. If so, however, the value of such skills remains to be demonstrated for the case of aural learning.

If, for example, one were to invest time in teaching the

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visually handicapped students on our project a how-to-listen-better course, where is the evidence that such training would make a significant improvement in the independent study of the content of a literal transcription tape? Which content would be most facilitated by which listening skill? And if training time were invested in teaching something else, how do we know that some, or most, of what the listening-skills course teaches would not be a by-product of learning the other content? There are some data, e.g., Stocker (1971) that suggest it would! But there are no unequivocal answers to any of those questions.

The objective of the original proposal of the Learning through Listening Project was to establish in visually impaired students a repertoire of listening skills in a pretraining course, in the hope that aural learning of subject matter in preparation for high school equivalency would be significantly facilitated. The points we have made about listening skills in this section were a sufficient basis for examining an alternative approach to the problem of listening.

Study of Study Research (SOS)—The New Approach

How-to-listen-better courses are an attempt to facilitate aural learning by changing the *student*. The new approach to the problem of listening is to change the *presentations* that the student studies aurally, and thereby change the student. Rather than have students study tapes that are literal transcriptions of the presentation structure of books, the structure is adapted in ways that facilitate learning through listening from tape-recorded presentations.

Experimental student/subjects are engaged in independent study of special tapes that were recorded in a preliminary *adaptation structure*. The students are all adults, out of school, with less than a high school diploma. They were referred to the project by the Lighthouse (New York Association for the Blind). They are providing us with experimental data on the relative effectiveness of variations in the presentation structure of tape-recorded materials. The following discussion centers on a description of the preliminary adaptation structure, the rationale for it, and the methods by which we hope to improve it.

SELECTING THE ADAPTATION STRUCTURE

We have used two main considerations in selecting the adaptation structure for aural learning: One concerned the problems of search and location and the other concerned strategies by which we could increase the probability that students would engage in the study activities that are available to them—study activities that contribute to comprehension. The two concerns are interdependent, for if we can make it easier for an aural learner to find material for review, that student is more likely to interact with a presentation in other ways that promote understanding of it. After describing our adaptation structure appropriate to those properties that facilitate search and location, we will discuss its teaching value in terms of facilitating student comprehension.

Temporal Adaptation

Our adaptation structure now involves three kinds of modifications of literal transcription structures. The first, *temporal adaptation*, places a constraint on the amount of time a student spends engaged in a particular sequence (see below) of study activities. The limitation is accomplished quite simply: The tape-recorded material is divided up into given amounts, called *listening segments*. Since listening segments can be indexed with high frequency tones, the beginning and end of each can be easily located by numbering them. A student who is studying listening segment (LS) 5, can locate LS2 by rewinding and counting the occurrence of three high-frequency tones. Stopping the playback recorder at the third tone, the student locates the end of LS1 and the beginning of LS2.

Content Segregation

The second kind of structural adaptation, *content segregation*, means that the presentation to be learned in an LS is not presented on one tape track (as is the case with literal transcription tapes), but is further divided by recording it on two separate tracks, Channels A and B. The two channels run simultaneously so that when a student is listening to Channel A of a given LS, Channel B is also moving through the tape recorder. Since Channels A and B always begin at the same point on the tape (the beginning of an LS), if the student listens to Channel A first, the tape recorder must be rewound to the beginning of the LS, after which moving a "channel selector" switch will allow the student to hear Channel B of that LS from the beginning.

Because the channels are approximately equal in length, content segregation can, with only two channels, reduce a student's search and location time by one half, provided the student knows on which channel the "target" material is recorded. If an LS contains ten minutes of recorded material, about half of the material is on each channel. A student who knows that target material is located on one of the two channels has only five minutes of tape to cope with rather than ten. The question of how a student can know on what channel target material is recorded will become clear from the discussion to follow.

Sequential Adaptation

The third kind of structural adaptation, *sequential adaptation*, consists of maintaining a standard order of presentation on each channel of each LS. Thus, Channel A of a given LS always begins with an identification of the LS number followed by a title indicating what the LS is about. The title is followed by textual material called the *exposition* in which the student is initially exposed to the material of the LS. A numbered list of *questions* about the content of the LS follows the exposition, and Channel A ends with another identification of the LS number. Channel B also begins with an identification of the LS number, followed by a different kind of textual material presentation called the *commentary*. Channel B always ends with a numbered list of main points covered in the LS, called the *review*, and the LS number.

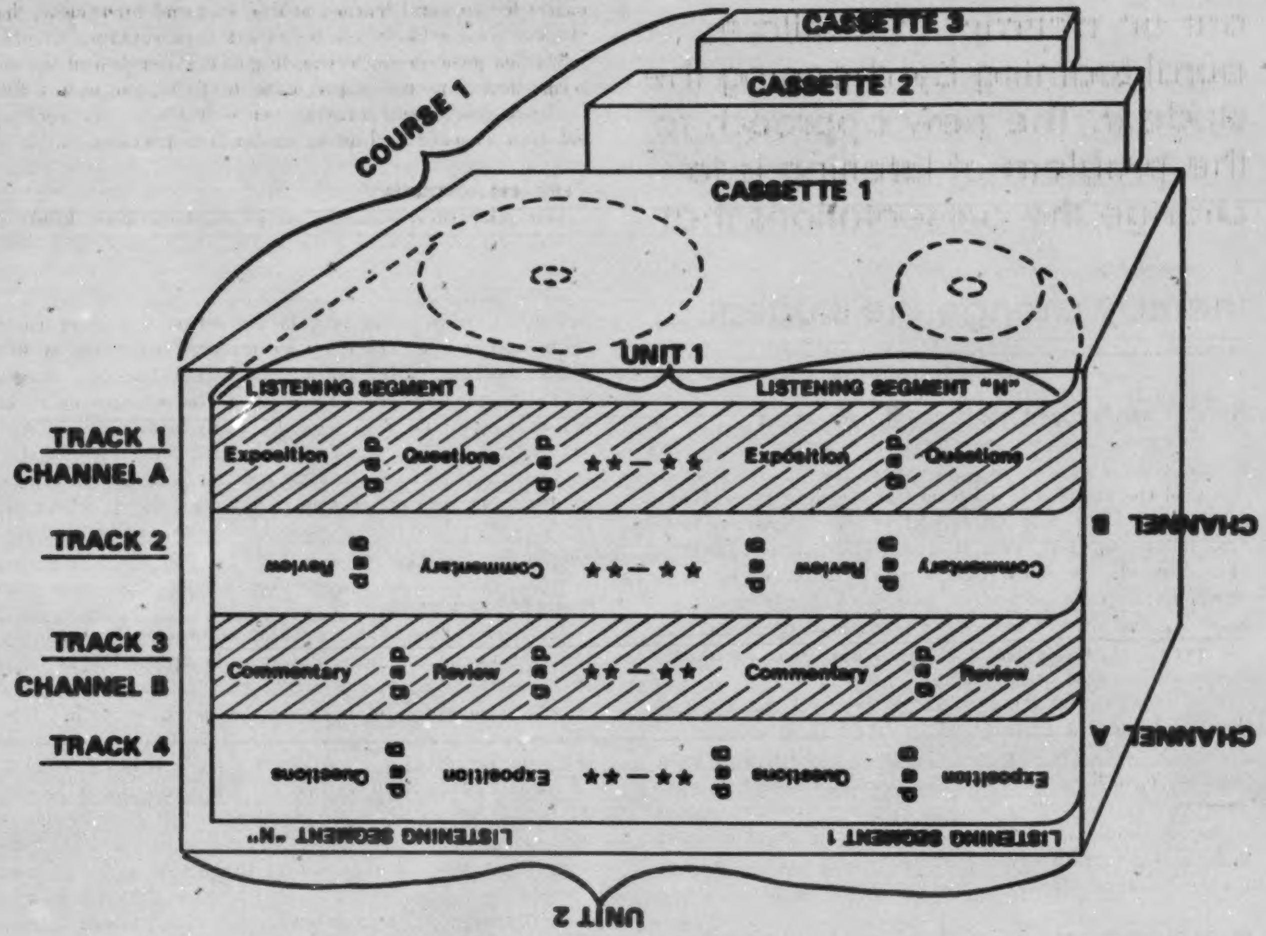

Figure 1. Preliminary Adaptation Structure for Aural Study.

Figure 1 illustrates temporal adaptation, content segregation, and some of the sequential adaptation we have just described. Briefly, students on the Learning through Listening (LTL) Project learn courses that are recorded on cassettes. Each cassette has two sides, called units. A unit represents one hour of recording at a normal play speed of 1⅞ inches per second (ips), separated into 30 minutes of Channel A and 30 minutes of Channel B. The 30 minutes of taped material is divided into "n" listening segments depending upon the average LS length for the tape.

Figure 1 illustrates how each LS contains four major parts that are initially listened to in the following order: Channel A exposition, Channel B commentary, Channel B review, and Channel A questions. The location of interrogatory and review material within an LS is always known since those LS parts are numbered consecutively and occur on different channels. Differentiating exposition from commentary material is not quite as easy for the student, but once he or she gets used to the differences between them, it is usually possible to make correct assumptions about what channel to select. Those differences are not so easily specified.

Core Content vs. Explanatory Content

For the most part, the exposition contains the core content of the LS. For example, if an LS is teaching a new word and its relation to three other words that the student already knows, the exposition would contain a formal definition of the new word and reference to the three relationships. Of the two parts, the exposition is usually the more generic.

The commentary LS is always *about* the exposition. It is more specific, tutorial, and explanatory. It contains examples and expansions of the points made in the exposition, as well as background information. Where possible, the sequence of treatment in the exposition is preserved in the commentary. For example, the commentary would first contain additional information about the new word introduced in the exposition, followed by subsidiary points about each of the three relationships, in the order in which the student was exposed to them.

Sequential adaptation is also made *within* the exposition and the commentary. The student is helped to know that sequence, as well as what was said on each of the channels, from the sequential presentation of the review. The order of main points in the LS review follows the order in which the student first hears the LS text. Thus the review starts with the exposition sequence and ends with the commentary sequence, with the channel location designated for each main point. The student can use the review, if necessary, to differentiate between channels and within the text of each channel.

The questions at the end of Channel A are also sequentially adapted. The numbered sequence in the review is correlated with the sequence of numbered questions, for the questions are about the main points. If the student, who must answer each question on a separate response recorder, understands that the first question is about the new word but cannot remember the new word, a quick return to main point number one is the easiest way to find it. The location of each of the four LS parts is designed to require a minimum of rewinding for typical patterns of study.

Facilitating Search and Location

Sequential adaptation is not only part of the structure of an LS, but is also used to facilitate search and location within a tape. The number of listening segments on a tape can vary, depending on the average LS length. The first and last segments, however, provide sequential information to the student about the contents of the tape. Both segments are very short. The first LS, a *contents LS*, gives the title of each of the following segments on Channel A, and lists new words or phrases for each of the segments on Channel B. The last LS, a *summary LS*, is a summary of the tape, also treated sequentially. The student can discover the essential content and sequence of the tape by going either to the beginning or the end of it, whichever is more convenient.

The three forms of structural adaptation substantially reduce the problem of search and location (and selective review) which exists in the study of literal transcription presentations. Temporal adaptation facilitates gross location on a tape; content segregation cuts by one-half the amount of material to be searched in an LS; and sequential adaptation helps the student to locate target material within and between the parts of the adaptation structure.

The rationale for the preliminary structure includes more than consideration of search and location and selective review. In fact, the application of several principles of learning was the main consideration that generated most of the features of the structure in use. A third set of considerations—experimental—also influenced the way in which material was presented for aural study. The structure allows for quantitative variation of some of its properties so that experimental analysis can provide information on how student-study interactions and degrees of comprehension are functionally related to variations in the presentations.

A discussion of the relationship between the preliminary adaptation structure and our concern with several principles of learning is well beyond the scope of this article. That is especially true in view of the fact that the structure itself is related to a system of instruction we are using on the LTL project which is also not discussed here. For those readers who are interested in teaching procedures, the appropriate articles are reprinted in Sherman (1974).

STUDY ADVANTAGES

Study advantages of learning with adapted tapes are that students can be much more *active* in the ways in which they respond to the tape-recorded presentation. Not only does the student compose and tape record short verbal answers in response to Channel A LS questions, but the structure provides the student with guidance in responding covertly throughout the study of each LS. The Channel B commentary complements the Channel A exposition in such a way that hearing the commentary will often increase the comprehension of what is said in exposition. The review of main points provides the student with learning objectives for each LS. Each of the four parts of an LS provides the opportunity to say the same thing in a slightly different verbal context. We have good reason to believe that the structure permits the student to engage more easily in self-evaluation and other study activities that are extremely difficult when literal transcription tapes are studied.

The literature of listening has given us ample reason to look for an alternative approach to the problem of aural study, but there was little there that even hinted at how to adapt materials for learning with tape recorders. There was, however, material on programmed instruction and some of the principles of linear programming in writing materials were used.

AURAL LEARNING LABORATORY

Out of a void in the literature came the need to learn how to adapt effectively, and the idea emerged that something could be learned about the effectiveness of variations in the properties of the presentations by knowing precisely how the students interacted with those variations.

Accordingly, an aural learning laboratory was designed and constructed—a laboratory which is unique in the history of educational research. It measures students' interaction, during independent study, with details of our presentations for learning. We have always known what we say to students (at least in print), but seldom have had the chance to measure how students react to particulars of the presentations, especially at the time of first exposure. SOS research should prove to be a useful approach for that reason alone.

The laboratory consists of two rooms: an aural study room and a data recording and processing room. The aural study room has five student stations, each equipped with a playback recorder (with variable speech compensator), a response recorder, a microphone, a head-set, and an intercom connection between rooms. The recording and processing room contains equipment—a microprocessor, a multichannel chart recorder, and electronic counters—to record and process the study activity data.

The playback decks in the aural study room have been modified to emit electrical signals for all student operations performed during independent study. Those signals are fed into the microprocessor. Thus whenever any of five students working concurrently presses the play, stop, re-wind, or fast-forward buttons; moves the channel selector switch; changes tape speed from a 20 percent decrement in normal play to a 50 percent increment; inserts or removes a cassette, the action is recorded by the microprocessor.

The recording of those study-activities can provide much information critical to our needs. Their usefulness is magnified by the fact that they can all be related to the particular points in the tape where they occur. Since all the tapes are coded, whenever a student operates the playback deck in any way, the microprocessor records the tape location at which that event took place. In effect, we therefore know not only that a student listens at different speeds, but *what* is heard at different speeds; not only that a student spent 28 percent of a study session in re-listening, but *what* was re-listened to, *how often*, and *when*.

We have already identified relations among the study variables and, from frequent and thorough evaluations, as well as student comments, are studying how well they correlate with student comprehension scores. These relations are patterns of responding that may reflect differences in student comprehension *at the time* a student is studying a presentation. We are currently analyzing such patterns to see if we can reliably identify "comprehension patterns," "confusion patterns," "search and location patterns," and so on.

Our first formal experiments will investigate the functional dependence of study-activity patterns and comprehension scores on several independent variables. We are presently preparing tape-recorded materials in our adaptation structure where LS length is a variable. Systematic replications of that experiment, with the subject matter recorded as a parameter, will follow. Data from those experiments showing relations among dependent variables will then be used to compare with data from the study of literal transcription tapes.

All this information should provide differential feedback on what is right and what is wrong with our preliminary adaptation structure. It should also lead us to some generalizations about the most effective ways a student can distribute his or her time during independent aural study.

We should soon have enough reason to consider all our tapes as drafts that can be improved upon. After re-writing and re-recording them, we plan to have the Lighthouse and other service agencies for the visually impaired field-test the new tapes, as well as our instructional procedures, all of which comprise an *aural learning system* (ALS). While that is being done, we will continue the experimental analysis of our adaptation structure, for we are sure that the pilot research we have just mentioned represents a mere scratch on the surface of what there is to learn with this new research tool.

It is clear that the relative effectiveness of different tapes (in their entirety) has been shown by an analysis of study activity data correlated with student comprehension scores. For each tape, we now have several absolute and derived temporal indexes of its effectiveness (study session length, active study time, study-break time, active-break ratio, relative study time ratio, difficulty ratio, and others), as well as total frequencies of all student-initiated playback functions, their total durations, and the amounts of tape-recorded material correlated with each of those durations.

This is a great deal of information compared with the usual case in educational research. The potential capability of the Aural Learning System (ALS) goes well beyond that type of gross analysis when we begin to study what is happening on different portions of a tape. If, from student interactions with an entire tape, we can learn not only if it is more or less effective than other experimental tapes, but also whether a given student understands it more or less than another student, (while engaged in independent study), then the same kind of information is available for listening segments as a whole, as well as for the four main parts. We can, for example, examine the distribution of study activities for the exposition, commentary, review, and questions, and also the interactions between those parts.

Given sufficient time, there is no reason to stop refining the experimental analysis with LS parts. Each part consists of paragraphs and sentences which, in turn, can be scrutinized for their contribution to (or subtraction from) a student's momentary comprehension (comprehension at the time independent aural study is taking place). We have, for example, already found cases where a single sentence can change an otherwise effective LS into one which generates an excess of confused study effort for many students.

The ALS could conceivably lead to a set of new procedures for refining a wide variety of educational materials for aural presentation, as well as an innovative evaluative capability for measuring individual differences in the momentary comprehension of those materials. For the latter, the ALS has diagnostic as well as prescriptive potential. ■

We have benefited from the advice of many people, and wish to acknowledge, in particular, the contribution of Dr. Emerson Foulke, the Director of the Perceptual Alternatives Laboratory, University of Louisville, Kentucky. Dr. Thomas B. Perera, consultant to the LTL project, was chiefly responsible for designing the electrical circuits for the modified playback decks, carrying out the modifications himself, and for developing the data recording and processing system.

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ALEXANDER N. CHARTERS
PROJECT DIRECTOR
DONALD P. HOLMWOOD
PROGRAM DIRECTOR

January 12, 1976

Dear Fellow Educator of Adults:

Some new and exciting things are happening in the field of adult and continuing education, not only nationally, but in New York State as well.

One of the exciting New York State developments is our newly-funded project entitled "Resources for Educators of Adults". As the title implies, the project will deal with the identification and dissemination of resources useful for the educators of adults. It must be emphasized that our interest is in the materials and other resources that are useful for the educator and not those used by the teacher for instruction in the classroom.

Once identified, the print and non-print resources will be acquired by our project and will be available on a loan basis to anyone making a request. In some cases you might be referred to a location near you where the information is available.

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4. A list of printed materials suggested as useful by our colleagues in adult and continuing education.

The success of this project will be measured by the number of adult educators who make use of our services. Our service to you depends on our finding out what you feel are useful tools that should be known and utilized by others who are involved as educators of adults. Additionally, we need to know what you feel your needs are. Let us know how our project can be of service to you.

We look forward to your response and a productive relationship.

Sincerely,

Donald P. Holmwood

Donald P. Holmwood
Program Director

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Resources for Educators of Adults

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RESOURCES FOR EDUCATORS OF ADULTS - SYRACUSE UNIVERSITY

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Klevins, Chester. *Materials and Methods in Adult Education*. Klevens Publications. New York. 1972. LC 5215 K58.

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Langerman, Philip D. *You Can Be a Successful Teacher of Adults*. LC S219L3
Shaw, Nathan C., ed. *Administration of Continuing Education*. LC 5219 A 28
Adult Basic Education, A Guide for Teachers and Teacher Trainers
Teaching the Disadvantaged Adult
Counseling and Interviewing Adult Students
How Adults Can Learn More Faster
Teaching Reading to Adults
A Treasury of Techniques for Teachers of Adults. LC 5219 T4
Second Treasury. 1970 edition.
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WILLIAM M. RIVERA
PROJECT DIRECTOR

January 2, 1979

Mr. John Hatfield
Bureau of Spec. Cont. Education
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State Education Dept.
Albany, N.Y. 12234

Dear John:

The following publications have been produced by CREA:

ACQUISITION LIST, CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS. (CC.6.US. Ac12), (CREA #1366). Alexander N. Charters and Donald P. Holmwood. Syracuse University Clearinghouse of Resources for Educators of Adults, 222 Huntington Hall, Syracuse, N.Y. 13210, USA 1978. 84 pg. 1406 items. $7.80.

PROFESSIONAL DEVELOPMENT FOR EDUCATORS OF ADULTS: A BIBLIOGRAPHY. (CC.6.Us.PR04), (CREA #1382). Compiled by Alexander N. Charters and Donald P. Holmwood. Syracuse University Clearinghouse of Resources for Educators of Adults, 222 Huntington Hall, Syracuse, N.Y. 13210, USA 1977. 11 pg. ERIC - 440 items, CREA - 50 items. $9.50

ANNOTATED BIBLIOGRAPHY FOR THE EDUCATION OF PUBLIC OFFENDERS: BY DESCRIPTIVE SUBJECT HEADINGS. (CREA #1384). Alexander N. Charters, Donald P. Holmwood, and Michael J. Willis. Syracuse University Clearinghouse of Resources for Educators of Adults, 222 Huntington Hall, Syracuse, N.Y. 13210 USA 263 Pg. 342 items. $19.40

Copies of each are of course available for use at CREA and for loan. They are also being sent to CRIC/Adult, Career, and Vocational Education at Ohio State for processing.

We had sone requests for the documents from persons outside N.Y. state or who want a personal copy. It is planned to sell copies at cost by Syracuse University. There are only a few copies of each one being made available for sale and accordingly the expense and duplication is at the price indicated.

Checks and payments should be made payable to Syracuse University and sent to Alexander Charters.

It is expected that the sales will be limited. It does however, provide another alternative way of disseminating CREA services.

I trust that this plan is acceptable.

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Sincerely,

SUPPORTED BY THE DIVISION OF CONTINUING EDUCATION, NEW YORK STATE EDUCATION DEPARTMENT

Alexander N. Charters Professor

TITLE PROGRAM DIRECTOR, CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS (CREA)

BASIC FUNCTION AND RESPONSIBILITY

To develop and implement new approaches and methods for dissemination of resources to educators of adults in accord with the objectives and terms stated in the contract.

CHARACTERISTIC DUTIES

Develop a system for identifying, acquiring, processing, and disseminating information and materials to the educators of adults.

Develop and maintain rapport with educators in New York State (open communication).

Arrange and conduct programs with members of the State Education Department.

Develop and write newsletter for 3000 users.

Develop a system to process requests for loan of material.

Develop a system to determine the Continuing Education needs, translate these needs into objectives, and develop and provide a learining experience to meet these needs.

SUPERVISION IS RECEIVED

Supervision is received from the project Director.

SUPERVISION EXERCISED

Functional supervision is exercised over one non-exempt and 1-3 Graduate Assistants.

QUALIFICATIONS

M.A. in Education or related area is requierd.

Reasonable experience in Adult Education and with resources is necessary.

Skills in writing and editing and disseminating materials are necessary.

Project Director

1. To direct the project according to the objectives and terms of the grant.

2. To prepare the proposal including budget and to act as the S.U. representation with the State Education Department.

3. To develop policies and procedures.

4. To appoint and supervise the staff. Responsibilities may be delegated to other staff personnel.

SCHOOL OF EDUCATION
DIVISION OF EDUCATIONAL DEVELOPMENT AND ADMINISTRATIVE STUDIES

Memorandum

To: Dr. William Rivera
Director of CREA

Date: August 28, 1979

From: Alexander N. Charters

Subject:

As you assume the position of Director of CREA, it may be useful for you to know some of the arrangements concerning the facilities, materials, equipment and other items.

1. Office Equipment. The office desk and chair used by the secretary belongs to the School of Education. Two of the files are from REA (Resources for Educators of Adults). The desk, chairs, typewriters and other files belong to the School of Education.

2. All of the office equipment including desks, files, typewriters, drapes, shelving, heaters and fans in rooms 217 - 222 and 224 are accounted for through restricted accounts for REA.

3. The audio-visual equipment, easels and other items are accounted for through REA accounts.

4. Many of the items in the CREA collection have been purchased by CREA or have been given by the Division of Continuing Education. The School of Education asked that each of these items be identified. Accordingly, on a card of each of the above items there is a designation indicating that they are the property of CREA.

   On a copy of the list of periodicals and newsletters there is an indication of which ones are subscribed to by CREA. The other items have been collected and given by me, or acquired from REA accounts.

5. The drapes and rug in room 219 are accounted for through REA accounts. The table and chairs and air conditioner I assume belong to the School of Education.

6. Telephone installation and local calls are paid by the School of Education. Long distances made by CREA are charged to CREA. Some other long distance calls also are charged to REA accounts.

The use of the above furniture, equipment, and the holdings by CREA have been satisfactory because there has been a cooperative arrangement among CREA, the School of Education, and other units of Syracuse University.

It may be that the Division of Continuing Education may wish to purchase the print and non-print items, or to have them transferred to Bird Library or elsewhere where they can certainly be used to good advantage. Likewise, CREA or the School of Education may wish to purchase the existing furniture and equipment, or replace the items. The furniture, equipment and or funds could certainly be used to good advantage for resources for educators of adults projects.

ANC:jf

DUE DATES FOR REPORTS

for

SPECIAL PROJECTS

funded under Section 309 of
THE ADULT EDUCATION ACT
FY 1976

January February March April May June July August

January 31
First Progress
Report Due

Feb. 27
Date Sent

March 30
Second Progress
Report Due

MARCH 30
Date Sent

June 30
FY 76
Projects
Terminate;
FY 77
Projects
Begin

July 31
Final Evaluation
Report Due

July 31
Date Sent

August 31
Final
Date
for submission
of
Final
Project
Expenditure
Report
(FA-10-F)

Date Sent

- * Expenditure Report and Monthly/Quarterly Request for Funds (Form FA-25-AP) as required (Quarterly for projects $100,000 and less; monthly for projects greater than $100,000)
- * Travel Expense Form (FA-60) to be submitted for approval prior to out-of-state or conference travel.

CLEARINGHOUSE OPERATION 1977 - 1978

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Identify, acquire and process 1500 new items	X	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	X
Produce and mail 10 newsletters			X	X	X	X	X	X	X	X	X	X
Secure additional lists of educators in cooperative extension, correctional institution		X	-----	-----	X							
Prepare bibliography of Gerontology			X	-----	-----	-----	X					
Schedule two meetings of advisory comm.			X							X		
Meet with project director of 309 project to develop dissemination				X								
Meet in Albany with Project Monitor	X	X	X	X	X	X	X	X	X	X	X	X

Excerpts from Final Evaluations

1975-76

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SYRACUSE UNIVERSITY
Adult Education | SCHOOL OF EDUCATION
Resources for Educators of Adults
218 HUNTINGTON HALL | SYRACUSE, NEW YORK 13210
(315) 423-3034
ALEXANDER N. CHARTERS
PROJECT DIRECTOR
DONALD P. HOLMWOOD
PROGRAM DIRECTOR

FOREWORD

This special 309 Project is a state-wide Clearinghouse of Resources for Educators of Adults in New York State. The project is designed to be useful to the Adult Education Administrator, teachers, counselors and other persons involved with the education of adults, through easy access to resources specifically selected for their professional development.

Print and non-print materials are identified, acquired and information concerning the materials is disseminated to New York State Educators of Adults.

These materials are available on free loan to persons in New York State who request them.

The project, which has now evolved into the Clearinghouse-Resources for Educators of Adults, owes its beginnings to Dr. Alexander N. Charters, Professor of Adult Education, Syracuse University. Dr. Charters and a selected group of co-workers developed the initial proposal which was approved by the New York State Education Department in October, 1975. He continues to offer advice and recommendations.

A project of this nature involves the efforts of many persons and we would like to thank the following for their assistance in helping make this program successful:

From Syracuse University:

June Brower, B.J. Vaughn, Edith Bennett, Alice Smith, George Abbott, Method M. Milac, Glenn McKibbon, graduate assistant Daniel Gifondarwa, and the Office of Sponsored Programs.

We are extremely grateful for the assistance and support of Lois Matheson and Robert Poczik of the Division of Continuing Education.

Donald P. Holmwood
Syracuse University
July, 1976

ABSTRACT

This special 309 project was approved on October 30, 1975 with a June 30, 1976 termination date.

It operated as a limited type of Clearinghouse for New York State Adult Educators. It acquired print and non-print materials and acted as a dissemination agent. Four newsletters were produced and mailed to Adult Educators in New York State.

Because the project has broad and extensive objectives, it became necessary to rewrite the objectives to make them less encompassing. The ultimately were written to deal with the acquisition and dissemination of materials dealing with the subjects of English as a Second Language and Adult Basic Education.

Results of the project's activities are promising. In spite of the short period of time it has been operating, the response from those who have utilized the services of the project has been very favorable. The acquisition of considerably more materials should make the project more attractive for use by the Educators of Adults.

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S46-4

INTRODUCTION

Syracuse University has long been in the forefront in the field of Adult Education. Not only does it offer a graduate program leading to the M.A. and the Ed.D. or Ph.D. degrees in adult education, but it also possesses one of the most complete collections of Adult Education materials, print and non-print, in the country.

Dr. Alexander N. Charters, Professor of Adult Education at Syracuse University felt that educational opportunities are limited for those involved in Adult Education. Using this as a thesis, he approached the Division of Continuing Education with a proposal to increase the opportunities for Continuing Education for those persons in New York State who are involved in the Education of Adults.

The project was approved in October, 1975, and the Clearinghouse-Resources for Educators of Adults was born.

PROBLEM STATEMENT

One of the most important problems facing Adult and Continuing Education is that of providing learning opportunities for the further development of the Educators of Adults. The previous experience of directors of public school Adult Education and program administrators of many other adult education agencies ranges from practically none to many years. Likewise, the professional preparation in adult education varies considerably from practically none to advanced degrees and participation in many conferences, seminars, and other learning experiences.

The objectives of the project changed during the course of the year. The initial objectives, dated October, 1975, were:

1. To identify needs of the educators of adults
2. To develop a delivery system to meet the selected needs by providing materials, services and other resources
3. To assist the educators of adults in identifying their own needs and in learning how to use materials.

On February 3, 1976, the objectives were revised to:

Design a process to develop a Clearinghouse of resources (materials) to serve the educators of adults (administrators and teachers) in adult and continuing education.

1. To be a state-wide Clearinghouse
2. Identify the clientele to be served (first priority to staffs under federally funded programs)
3. Identify needs
4. Identify resources
5. Acquire resources
6. Disseminate information regarding resources
7. Evaluate the project

The identification of the clientele to be served was and is one of the difficult aspects of operating the Clearinghouse efficiently. Since the target audience is the teachers who are involved in ABE and ESL programs, constant attention must be directed to the task of acquiring names and addresses. One of the tasks that will be undertaken in the near future will be to canvass all programs for new names of staff members involved in ABE and ESL activities. These names will be added to our mailing lists and included in special editions of newsletters. A sizeable number of names of teachers of ESL has been forwarded to the Clearinghouse by Mr. Robert Poczik of the Division of Continuing Education, and this should make the mailing list much more complete.

The identification of pertinent materials was initiated by calling or writing certain educators of adults and asking for recommendations of material that should be acquired by the project. Again, Mr. Poczik proved particularly helpful by furnishing extensive bibliographies, many items of which were acquired.

PROJECT RESULTS

A. The Program Director visited and spoke to regional meetings, NYACCE, and other groups as follows:

1. November 17, 1975--Hilton Inn, Syracuse, NY Executive Meeting of NYACCE
2. November 18, 1975--Syracuse University Faculty Center--Campus Committee
3. November 19, 1975--Canastota, NY, Directors of Adult Education and BOCES Directors
4. December 2, 1975--LeMoyne College, Syracuse Metropolitan Continuing Education Association
5. December 17, 1975--Literacy Volunteers, Syracuse
6. January 22, 1976-- Capital District Adult Education Associatic
7. January 26, 1976-- Regional Learning Center, Syracuse, NY
8. February 5, 1976--Corning Area Continuing Education Associatic
9. February 19, 1976--Niagara Frontier Council, Williamsville, NY
10. February 23, 1976--BOCES, Mexico, NY Oswego County
11. April 27, 1976--St. Lawrence County Continuing Education Association
12. May 17-19, 1976-- NYACCE, Kutchers. Monticello, NY
13. May 22, 1976--Olean, BOCES--Meeting of Area ABE Teachers

B. Four Issues of a newsletter were developed and mailed to approximately 1200 adult educators in New York State. (Appendix A) The Newsletter was mailed to the following:

1. All Public School Continuing Education Directors in New York State
2. All members of the Adult Education Association in New York State

3. All members in the National Association of Public and Continuing Adult Education in New York State

The content and dates of the newsletters was as follows:

1. January 12, 1976--Twelve pages description of ERIC
2. February 17, 1976--Brief description of instructional materials and books on commerical market
3. April 15, 1976--Partial list of 309 Project in U.S.
4. May 7, 1976--Concluding list of 309 Projects as reported to us by April 15, 1976

C. On January 14, 1976, letters were sent to 50 State Directors of Adult Education requestion information concerning currently funded 309 projects.. Twenty-five responded within several with project reports ranging from one to ten pages. All reports were read, condensed versions were written and then assigned to a category. Each project was assigned to a code letter and number and this material was published as newsletters #3 and #4. The purpose of assigning a code to each project was to screen requests so that the state that had sent the informationto us would not be beseiged with requests.

D. As a result of newsletters #1, the R.E.A. received 4 letters indicating changes in location of ERIC microfiche collections. As a result of Newsletter #3 and #4, the R.E.A. received 34 letters and sent 115 copies of project abstracts to interested readers.

E. The kit of materials Teaching English as a Second Language: A Self Instructional Course, furnished to R.E.A. by the Division of Continuing Education, was loaned 11 times from May until June 30, 1976.

F. Although the list of acquired resources was not publicized, 5 requests for materials were received from educators of adults and the material was sent within 24 hours. Comments relating to the value of the material sent was very favorable.

The Future

The Resources for Educators of Adults project will be called the Clearinghouse-Resources for Educators. Because of a large acquisition of materials at the end of the first year, the Clearinghouse will now be able to offer a very attractive assortment of up-to-date and interesting materials for the Educators of Adults.

Mailing lists have now been put on the computer and future mailings will be directed to specific audiences rather than sent as a broadside as in the past.

Work is in progress on the categorizing and annoting of the materials in the Clearinghouse. Newsletters will include lists of print and non-print materials that are available on free loan. An in-depth study will be made of dissemination models that have been developed and found effective. The Clearinghouse will make a report to the State Education, Divison of Continuing Education upon the completion of this study.

On February 12, 1976, the objectives were rewritten:

To serve as a statewide clearinghouse of information and resources for educators of adults,

1. to develop a system to identify resources (print and non-print)
2. to develop a system to acquire selected materials from the identified resources
3. to develop a system for dissemination of information relating to identified resources and for loaning of acquired resources
4. to develop formative and summative evaluations of the system

The system will be developed by limiting the project to:

1. ESL and Bilingual materials
2. resources relating to proposal writing competencies

On March 1, 1976, the objectives were again rewritten. The following is the copy sent to Robert Poczik, Division of Continuing Education:

REVISED OBJECTIVES RESOURCES FOR EDUCATORS OF ADULTS PROJECT

With the time constraints on the project, it is not possible to adequately develop the Clearinghouse as indicated in the original objectives. Accordingly the plan has been revised to focus on the following three objectives related to the overall project which is that: Syracuse University is to serve as a statewide clearinghouse for resources for educators of adults. (Resources for this project are print and non-print materials.)

1. Develop a system to identify sources of materials and the materials and to implement the system in a selected area.

2. Develop a system to acquire selected materials from the identified materials and to implement the system in a selected area.
3. Develop a delivery system for dissemination of information related to identified materials and for loaning of acquired materials to implement the system in a selected area.

3/1/76

Since dissemination of information and the materials is of paramount importance, it is essential that alternatives to newsletters be explored and developed. The Program Director appeared before many groups and made presentations regarding the project. The problem is, of course, to persuade those who have heard the presentation to use the services and a concerted effort will be made in this direction in 1976-77.

SYRACUSE UNIVERSITY
Adult Education | SCHOOL OF EDUCATION
Resources for Educators of Adults

218 HUNTINGTON HALL | SYRACUSE, NEW YORK 13210
(315) 423-3034

ALEXANDER N. CHARTERS
PROJECT DIRECTOR
DONALD P. HOLMWOOD
PROGRAM DIRECTOR

Dear:

We are pleased to be able to provide to you on loan a set of Teaching English as a Second Language: A Self-Instructional Course. These teacher training materials have been specially designed so that you may study them at your own pace.

You can see that the course consists of multiple texts, workbooks and cassette tapes. The use of the tapes throughout the course means that you'll need a tape recorder each time you use the materials.

The study guide for the course (it has a red cover) explains how all the materials are to be used. Please start there.

Now, just a few requests:

1. Please do not write in the workbooks. You can jot your answers on separate sheets of paper. These same workbooks will be used by other teachers after you.
2. Please return the course materials to us by

   ____

   Use the enclosed label and send it fourth class.

Thank you. We hope you find these materials helpful. We would appreciate hearing your comments on them.

Donald P. Holmwood
Program Director

SYRACUSE UNIVERSITY
Adult Education | SCHOOL OF EDUCATION
Resources for Educators of Adults

216 HUNTINGTON HALL | SYRACUSE, NEW YORK 13210
(315) 423-3034

ALEXANDER N. CHARTERS
PROJECT DIRECTOR

DONALD P. HOLMWOOD
PROGRAM DIRECTOR

April 15, 1976

Dear

Your name has been sent to us by the Bureau of Special Continuing Education as having requested the loan of Teaching English as a Second Language: A Self-Instructional Course. Your name might have been included as a request to your area supervisor in the Division of Continuing Education or as a direct request to Mr. Robert Pozyik.

Our project will process requests for this material but we must have some additional information. Would you please answer the following questions?

1. Is the address on this letter correct? ______
2. Is there a deadline for this material? (e.g., does your program close down for the summer?) ______
3. Would you be interested in using this material during the summer? ______
4. If you answered "yes" to question 3, would your address change? ______
   If so, please give your summer address:
   ____
   ____
   ____

As soon as we receive replies from the 11 requestors of this material, we will loan the five available sets.

If you have any questions regarding this procedure, please feel free to call us.

Sincerely,

Donald P. Holmwood
Donald P. Holmwood

DPH/lc

SYRACUSE UNIVERSITY
Adult Education | SCHOOL OF EDUCATION
Resources for Educators of Adults
218 HUNTINGTON HALL | SYRACUSE, NEW YORK 13210
(315) 423-3034
ALEXANDER N. CHARTERS
PROJECT DIRECTOR
DONALD P. HOLMWOOD
PROGRAM DIRECTOR

March 3, 1976

Dear Editor:

Syracuse University has been funded for a project called Resources for Educators of Adults. This project is designed to identify resources useful for educators of adults, the acquisition of these resource materials, and the subsequent dissemination of the information. We are specifically concerned with materials for the educator of adults. We are not interested in curriculum or classroom materials.

We are interested in finding out what kinds of materials you have that would be useful for the educator involved in Adult Education, especially the teaching of English as a Second Language and Adult Basic Education.

Should the requested items be included in your future publishing plans, we would appreciate information regarding content and publishing date.

Thank you for your cooperation.

Sincerely yours,

Donald P. Holmwood

Donald P. Holmwood
Program Director

DH/ca

SYRACUSE UNIVERSITY
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Resources for Educators of Adults
218 HUNTINGTON HALL | SYRACUSE, NEW YORK 13210
(315) 423-3034

ALEXANDER N. CHARTERS
PROJECT DIRECTOR
DONALD P. HOLMWOOD
PROGRAM DIRECTOR

January 12, 1976

Dear NYACE member:

On Monday, November 17, 1975, I met with those of you who were attending the executive committee meeting of NYACE in Syracuse. At that time, I was given the opportunity to make a very brief presentation of our project entitled "Resources for Educators of Adults".

This project is designed to identify resources useful for educators of adults, the acquisition of these resource materials, and the subsequent dissemination of the information.

Our first newsletter is being prepared and will be in the mail shortly. I am most anxious to establish better communications with you and your area organization members and I feel that the best way to do this is to meet with your organization within the next few weeks at one of your regularly scheduled meetings.

Could you please send me a schedule of your area meetings as soon as possible? As I receive the schedules, I will call you for permission to speak with your group concerning this project. My presentation will be quite brief, possibly about ten to fifteen minutes.

I would appreciate your immediate reply since we are very anxious to have this program operating at maximum efficiency and usefulness to our colleagues in adult and continuing education in New York State.

Sincerely yours,

Donald P. Holmwood

Donald P. Holmwood

Resources for Educators of Adults
218 Huntington Hall
Syracuse University
Syracuse, New York 13210

Date ____________________

____ Please accept with our compliments

____ Please return this form with the attached material

____ The material you requested is enclosed

____ Not available

____ Should be at your local library, Library of Congress # ____________

____ Please return within ____ weeks, using the attached label

Did you find the material ____ of little value

____ of moderate value

____ very valuable

Comments:

Donald P. Holmwood

Donald P. Holmwood
Program Director

SYRACUSE UNIVERSI
Adult Education | SCHOOL OF EDUCAT
Resources for Educators of Ad
218 HUNTINGTON HALL | SYRACUSE, NEW YORK
(315) 423
ALEXANDER N. CHA
PROJECT DIRE
DONALD P. HOLM
PROGRAM DIRE

Dear Colleague:

We are enclosing copies of the Section 309 projects that you requested as a result of our recent newsletter.

As you examine the material that we are sending, you will note that there is a large variation in the available information. In almost every instance, however, the name of the project director or the program director is listed and by contacting this individual you will receive additional information. I would suggest that your requests for additional information be very specific since very few of these programs have the necessary clerical help to respond to large volumes of mail requests.

We would be interested in hearing from you again concerning any outcomes as a result of your interest in 309 projects. Let us know if we can be of additional assistance to you in any way.

Sincerely yours,

Enclosures

Donald P. Holmwood

Resources for Educators of Adults

SYRACUSE UNIVERSITY
Adult Education | SCHOOL OF EDUCATION
Resources for Educators of Adults
218 HUNTINGTON HALL | SYRACUSE, NEW YORK 13210
(315) 423-3034

VOL. 1, #4
APRIL 1976

This copy of the newsletter concludes the summary of 309 projects funded by the various states as reported to us. You should have received a copy of the newsletter number 3, since this letter will refer to items contained in it. If you did not receive #3, write us and we will send your copy immediately.

I - TEACHERS: Staff Development, Workshops, In-Service Training

See B:01.1, D:01.4, D:01.6, D:03.1, E:03.4.

01.5 -Conduct workshops for ABE supervisors, teachers, paraprof.

03.2 -Staff dev. of teachers of ABE/GED prep., ESL & prep. for passing immig. exam; workshops to improve efficiency of AE prog. in state.

See D:03.5, H:04.3, D:04.5, D:04.6, D:04.7, D:04.8, D:04.9, D:05.8, D:05.9.

05.2 -Educ. opport. for teachers of ABE & training opport. for college staff.

05.6 -An ABE certif. prog. in teacher training & staff dev. in instructive meth. for students of limited Engl. speaking ability &/or limited eco. or social means.

See D:10.1, D:12.1, E:12.1, C:13.1, F:23.1, C:23.3.

10.2 -Indiv. prescribed instr. for adults-train teachers in techniques of individualizing the learning exp. of the adult learner.

23.4 -Funding for act. that do not relate to an approved proj. Planning meetings of ABE staff or potential staff members that are more exploratory & developmental than teacher training.

23.5 -Dev. of prep. prog. to train AE & other staff personnel with emphasis on ABE.

23.7 -Provide financial support for staff from agency ABE prog. to attend out-of-state workshops.

23.8 -Provide oppor. for ABE personnel to improve competencies as teachers, admin. & counselors of adults.

23.9 -Planning, exploring & dev. act. for ABE staff persons who are preparing to become ABE staff.

See H:25.2, A:28.3, A:29.1, B:29.3, B:29.4.

33.3 -Recruitment & staff dev. in ABE.

33.4 -A model teacher training proj.

35.1 -Training of ABE/GED Adult Educators in metric math.

35.2 -To furnish ABE educators with opportunity to gain minimal counseling competencies which they can use with their clientele.

35.3 -Contrib. & needs of paraprof. or aides within the state ABE prog.

37.13-Educ. & other comprehensive staff dev. network which meets pre- & in-service needs of state admin. AE programs.

See C:37.2, D:37.3, D:37.16.

I - TEACHERS: Staff Development, Workshops, In-Service Training (cont'd)

37.15-a) Chautauqua: 75 people come tog. on univ. campus to discuss role & interrelationship betw. educ. agencies & other instit. in state; b) One week workshop on subjects of concern to AE prog. administrators; c) One week workshop providing in-service delivery skills to new & exp. teach.

38.3 -Teacher prep. for coping with reading skills in second. sch. & ABE/GED programs.

38.4 -Staff dev. for persons engaged or preparing to engage in AE.

38.7 -Staff dev. for persons engaged or preparing to engage in AE.

38.9 -Instit. indiv. training prog. as a self-sustaining AE staff dev. system. Ident. & meet adult ed.'s needs.

38.14-Dev., implem. & eval. of in-service educ. courses for training ABE & ESL teachers.

38.22-To conduct a workshop in the adm., guidance & teaching service in a comm.-centered, county correctional prog. & to assist in dev. these prog. in communities.

41.1 -Provide in-service training for ABE in rural areas.

41.2 -Provide expertise in teaching of adult learners. 4 components: 1) educ. delivery, 2) materials ident., 3) research & 4) dissem.

See D:41.4, D:41.5, D:43.1, H:43.5, D:43.10.

43.2 -Reading staff dev. proj. for ABE.

43.3 -Prep. of teachers of AE.

43.4 -Teacher Resource Educ. Network Dissemination System.

43.6 -Fiscal agent for ABE Teacher Training Workshops.

43.8 -Staff dev. for AE staff(in Region).

43.9 -Staff dev. proj. for preservice & in-serv. training for ABE in rural areas.

43.11-Staff dev. for AE.

43.12-AE Dev. Center.

46.4 -Adult Educ. prof. dev. opport.

See A:46.5.

J - AGENCIES: Supportive Services, Outreach, Comm. Sch., Volunteers, Recruitment

See B:01.1, A:01.2, A:01.3, D:01.4, D:01.6, E:04.2.

03.3 -Learning Units for ABE students; county health clinics, tele. co., using bank for credit buying.

J - AGENCIES: Supportive Serv., Outreach, Comm. Sch., Volunteers, Recruitment (cont'd)

05.1 -Inserv. volunteer tutor training prog. for basic reading &/or convers. Eng.
05.5 -A proj. to dev. innovative methods of recruiting & retaining ABE black adults.
10.8 -Volunteers - processes necessary for identifying, training & utilizing lg. #'s of volunteer citizens to recruit adult literacy prog.
12.4 -An indiv. study prog. in the metric system for ABE.
18.6 -Project ABE homebound.
18.11-Literacy for all - trained vol. recruit students & work in a tutoring situation.
See I:10.2, A:13.2, D:13.6, E:18.2, B:23.6, H:25.2, D:28.1.
29.2 -Coordinator solicits & trains volunteers who provide one-to-one tutorial help to illit. students.
See D:30.4, D:34.4, D:37.3, D:37.9.
33.8 -Comm. volunteerism in ABE.
34.3 -Workshop to heighten teacher awareness regarding feelings of uneduc. & undereduc.
34.5 -Educ. oppor. for approx. 15 socially & educ. deficient individuals who reside in 2 contact homes.
35.5 -Each one teach one - Use of vol. in ABE.
38.12-Dev. a training manual for AE counselors.
43.14-State plan for supporting Comm. Sch. concept in Texas.

K - ADULTS: Undereducated & Handicapped

See D:01.4, E:18.2, J:18.11, D:25.1, H:25.2, D:28.2, J:29.2, A:33.7, J:34.3, J:34.5, E:46.2.

L - ADULTS: Foreign Born

See C:38.10, C:38.20, D:41.4

M - ADULTS: Migrant, Native-born

See C:30.5, I:41.4, D:41.5.
38.2 -Identify adult migrants & provide ABE prog., prepare & dissem. manual for migrants.

N - AGENCIES: Prison

10.5 -PEP brings together in one learning activity three diff. target groups - patients, employees, & prisoners.
See D:18.9, H:25.2, H:38.21, I:38.22, D:38.23.

O - PROGRAM DEVELOPMENT: ABE/GED

See A:01.2, A:01.3, D:01.4, D:01.7, D:03.1, I:03.2, J:03.3, E:03.4, F:04.1, E:04.2, I:05.2, I:05.6, D:05.7, D:10.7, D:12.1, J:12.4, C:13.1, A:13.2, A:13.9, J:18.6, F:23.1, A:23.2, I:23.5, B:23.6, I:23.7, I:23.8, I:23.9, A:29.1, F:33.2, I:33.4, F:33.5, F:33.6, J:33.8, E:34.1, I:35.1, I:35.2, I:35.3, D:35.4, D:35.7.
37.2 -Provide ABE/GED teachers with materials, methods & practice activities to enable them to teach neccessary skills to disabled students in order to pass the GED exam; dev. of alternative methods of teaching learning disabled.
See 37.6, D:37.16, N:38.2, I:38.3, B:38.15, E:38.11, I:38.4.
38.6 -Administrative survey of state ABE programs.
38.10-ABE/Civil Service Exam. Training for Spanish-speaking adults. Prepare ESL & illiterate adults to take Civil Service Exam.
38.13-Dev. & organization of mat. from the ABE learning lab.
See I:43.2, E:41.7, G:41.3, E:46.1, E:46.7.

P - PROGRAM DEVELOPMENT: Occupation, Career, Vocational

See A:01.2, D:10.1, A:13.9, D:18.9, D:18.10.
10.4 -Basic educ. plus voc. training on an extended day.
See D:37.6, B:37.11, O:38.10, D:41.5.

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VOL. I, #3
APRIL, 1976

This issue of the R.E.A. newsletter is devoted to reports of 309 projects throughout the U.S. We have developed a very brief abstract of the project and have placed all projects in one or more categories. Scan the categories that are of interest to you and if you want further information about any of the projects, contact us and we will send you a copy of the material sent us. Please limit your requests to 3 or 4 projects.

Your request should have the capital letters of the category followed by a two digit number, a period and another number, e.g., A:01.1.

Space is limited and we will continue this listing of projects in future newsletters. Please save these newsletters since reference will be made to categories not able to be included in any one issue.

A - ADMINISTRATION: Management, Coordination

01.2 -Enroll students who have not comp. h.s., assist adults to comp. GED, mobilize resources of agencies, recog. GED recipients through news media and activities.

01.3 -Help 10% of target pop. take and pass GED test, est. learning cent., coord. instr. with ETV "Your Future is Now".

04.10-Regional effort to avoid dup. & overlap of act. Encourage est. or exp. of state funding of AE & ABE, improve qual. of ABE teacher prep., raise level of prof. of ABE staff by reducing turnover & encouraging more full-time staff.

10.7-Inter-culture Counc. encourage ESL students to read, speak & write English outside classroom. The Council will involve a Clearinghouse of Civic info., resource people & planned act.

10.9 -Use of findings of Texas proj. to dev. more effective delivery systems for the adult.

13.2 -Human Renewal services, review status of supp. serv. for ABE, part. how services were dev., implem., & evaluated. Solicit possible roles of comm. agencies in meeting needs of ABE students.

See D:13.7

13.8 -Integrate academic & voc. prog. so it will cont. without inside intervention.

13.9 -Study feasibility of combining APL instr. toward achieving GED cert. and voc. skills.

23.2 -Coord. of ABE recruit. efforts involving sch. dist., pub. agencies & private sector.

28.3 -Joint teacher training effort among states & territories, dissem. of info.

29.1 -Planning IntraState reg. staff dev. that identifies & responds to training needs of ABE personnel.

33.7 -Articul. of adults from homebound to functional citizens.

A - ADMINISTRATION: Management, Coordination (cont'd)

See I:37.15

43.13-Consol. of AE prog. with district

46.5 -A survey of competencies needed & inservice prob. of ABE teachers.

B - PROGRAM DEVELOPMENT: Adult Perf. Level, Functional Needs, Competency-Based Learning

01.1 -Select & train paraprof. & volun. to recruit & teach adults; teach home-based adults to read; recruit 300 adults for on-going ABE prog.; dev. mat. to teach reading in order to pass driver's lic. tests; implem. APL study; provide in-serv. training for ABE teachers & supervisors.

05.10-Dev. of a competency-based curric.

18.3 -APL curric. dev. proj.

18.5 -Dev. of APL curric. guide for AE prog. in state.

23.6 -Dev. an appreciation for & underst. of needs of ABE in sch. adm., sch. board members & general pub.

29.3 -Train para-prof. to impart life-coping skills into disadv. homes.

29.4 -Survival skills similar to 29.3.

35.6 -Determine adult func. needs & compile app. & relevent mat. by subj. & level to meet those identified needs.

37.1 -Dev. of adult indep. living skills; involves eval. by appropriate experts.

See D:37.7

37.8 -Skill dev. to enable adults to improve perf. on APL pkg. on handling monetary transac.

37.11-Suppl. units to help beg. ESL stud. function in a new culture quickly. Practical appl. of APL goals in areas of occup., cons. eco., health, comm. resources, gov't. & law inc. in lessons.

37.12-Ident. & dissem. of info. on curric. mat. in Spanish-Eng. to fit local needs & fitting APL guidelines. Dev. a usable ESL curric. for native speakers of ESL. Workshop for teachers, comm. rep, & employers.

B - PROGRAM DEVELOPMENT: Adult Perf. Level, Func. Needs, Comp.-Based Learning (cont'd)

37.14-Design assessment proc. for eval. life exp. & skills of an adult client in terms of func. comp. & grad. requirements.

38.5 -Relating APL to curric. to determine feasibility for instr. prog. dev. Help improve effectiveness of ABE prog.

38.19-Dev. books & a teacher man. which will translate APL obj. into relevent reading mat. at below 4th grade level.

See D:37.7

C - PROGRAM DEVELOPMENT: Bilingual/ English as a Second Language

05.3 -A prog. for the dev. of a biling. curric. in 8 living skill areas which will provide the client with life-coping skills & Eng. comm. skills.

See A:10.6, D:12.3, D:13.7

13.1 -Involves ABE/ESL staff in dev. eval. criteria - conduct on-site peer eval. by diff. staff members -identify staff dev. & in-service needs of staff.

23.3 -Teacher training workshop for ABE & teachers of ESL.

30.1 -Teaching ESL by instructing it as part of a total prog. of cult. assimilation.

30.2 -Self-instr. in Puerto Rican cult. for teachers in bicultural, biling. AE.

30.3 -Identify & eval. the effectiveness of teaching skills required in a prog. of ESL.

30.5 -The est. of ESL classes for adult migrant workers.

37.4 -To est. perf. obj. for persons of limited Engl. speaking.

See B:37.11, B:37.12, I:38.14.

38.20-Dev. a model ESL educ. prog. & dissem. prog. to all sch. dist. & where 20 or more Indo-Chinese Adults have been identified.

See I:41.4.

D - PROGRAM DEVELOPMENT: Curriculum & Materials, Coping Skills

01.1 -Select & train para-prof. & volunteers to recruit & teach adults, teach home-based adults to read, recruit 300 adults for on-going ABE prog., dev. mat. to teach reading in order to pass driver's lic. test, implem. the APL study, provide in-serv. training for ABE teacher & super.

See A:01.2

01.4 -Dev. low-level APL mat. to be used with functionally illit. adults;provide inserv. training utilizing APL mat. on local, regional & state levels for ABE teachers; select 500 low educ. level adults to participate; est. advisory comm. to give direc. to staff; utilize para-prof. & volunteers to provide max. serv. at minimum cost.

D - PROGRAM DEVELOPMENT: Curriculum & Materials, Coping Skills (cont'd)

01.6 -Make instruc. more relevent using APL modules & work with teachers on differences in teaching adults & children & recruitment & retention of adult learner.

01.7 -Seed money to start a grad. prog. in ABE.

03.1 -Sp. exp. demonstration & tchr. training prog. in ABE/ESL.

See E:03.4, E:04.4, A:04.10, C:05.3.

03.5 -Provide state AE div. with a handbook for ABE teachers, provide ABE directors with in-serv. educ. in current techniques.

04.5 -Provide a course of study - Interaction to AE, utilizing video tape with study packets. Topics will inc. history of AE, adult learner, meth. & techniques of tching, org. & maintenance of AE programs.

04.6 -Contunuance of AE prog. at undergrad. level.

04.7 -Personnel & curric. dev. of ABE for teachers of adults.

04.8 -A one-week workshop to train tchr's to teach reading to adults.

04.9 -Formulation & implem. of a grad. prog. in AE leading to Master's, specialist & Doctoral degrees.

05.4 -Ann applic. of psycholinguistic approach to lang. acquisition through use of "real life" materials usually found in the learner's environment & having high interest for learner.

05.7 -A project to demon. that ABE will be more effective when competency-defined job descriptions are the basis for est. immediate learning tasks when articulated with the students' life voc. goals.

05.8 -A prog. for the dev. of a delivery system in ABE/ESL prog. by teachers through experim., role-playing, simulation, reinforcemtn.

05.9 -Staff dev., newsletter, curric. dev. & staff leadership.

See B:05.10.

10.1 -Job-related mat. - pairing trained AE Teachers with technical teachers from industry - using industry personnel in tutorial & counseling positions.

10.7 -Proj. focuses on effectiveness of GED prep. methods - trad. classroom setting, learning lab. & educ. TV.

10.10-The Accelerated Learning Center - the obj. of proj. is to dev. techniques &/or prog. that can be used with adults outside the trad. sch. & academic prog.

12.1 -Staff dev., train ABE personnel in concepts & skills of APL, dev. APL mat. for classroom use.

12.3 -Curric. dev. for ESL for Vietnamese students in AE.

13.3 -Dissem. of indiv. curric. mat. for GED - edit, revise, print & dissem. instructional kits for student use.

13.6 -Implem. aspects of APL curric. towards external h.s. dip., explore altern. to trad. h.s. dip. through guidance & counseling. Choose options best suited to individuals.

D - PROGRAM DEVELOPMENT: Curriculum & Materials, Coping Skills (cont'd)

13.7 -Ident., acquire & process adult ESL & biling. curric. mat.
See B:18.3, B:18.5, B:23.6.
18.4 -Adult & Comm. Educ. Proj.- Expand educ. opportunity & enc. est. of prog. to meet needs of all adults.
18.8 -Dev. of learning act. pckg. for adult learners - identify skills most required of adult.
18.9 -Probationers reaching out for better educ. prog. for repeat offenders - focusing on career dev. skills - eval. on a continuing basis.
18.10-Adult prescriptive prog. for levels of employment career-oriented educ.
25.1 -Dev. & implem. ABE prog using comm. agencies & news media for eligible h.s. dropouts. Design prog. of CE for Senior Citizens.
28.1 -Prov. educ. services to func. illit. adults in the home. Compare gains of outreach students as opposed to formal setting in sch.
28.2 -Initiate & implem. basic educ. sys.
See C:30.1, C:30.2
30.4 -External educ. prog. for the home-bound adult pop.
30.6 -Comprehensive promotion of educ. dev. of minority groups within the target area of bus. & indus.
33.1 -Make teaching of reading a statewide goal to cope with high illit. rate.
34.4 -Provide visual ref. to adults enrolled in prog. regarding their progress in prog. & provisions for system of indiv. instruction.
35.4 -Dev. a model for ABE students using career dev. for creation of a counseling & guidance prog.
See B:35.6
35.7 -Design, dev. & implem. an intake procedure to enable ABE prog. to identify ABE students' strengths & weaknesses.
35.8 -Innovative approach to teaching adult non-readers.
37.3 -Proj. addresses the need for comprehensive client-oriented planning & delivery system to attain the goals of AE which would involve the cooperative interaction of other human serv. agencies, without centralizing functioning.
37.5 -Dev. of inexp., easily reproduced, indiv. learning package.
37.6 -Project will provide curric. for students training in guidance for teachers & resources in occup. guidance for both instructors & students of ABE classes.
37.7 -Dev. a low-cost curric. for orientation of instructors & tutors in the AE prog. APL meth. & phil. will be incorporated into the ABE prog.

D - PROGRAM DEV.: Curric. & Materials, Coping Skills (cont'd)

37.9 -Dev. mat. & methodology to help instructors overcome deficiencies in comm. &/or agencies relating to problems in family, comm., health and life.
37.10-Dev. a course in writing to help students express selves in clear, concrete terms. Eval. by staff members & administrators after 3-mo. period.
See B:37.12, B:37.1, B:37.8.
37.16-Dual proj. to a) provide tuition, travel, room & board for 15 ABE teachers to attend 30 classroom hr. workshop (3 credit hrs.) to dev. skills, knowledge, tech. & mat. necessary to prepare staff to teach adults at pre-secondary level; b) to provide as above to prepare staff to teach adults who are at GED level.
38.15-Dev. a tutor-participant learning method utilizing a) developmental approach, b) story base, 3) content which is informational & basic to survival.
38.16-Provide relevant curric. through a new delivery system to a rural pop. utilizing vans.
38.18-Present curric. utilizing bi-weekly classes, home study & weekly telephone contacts by the teacher.
See I:38.22.
38.23-To dev. mini-lesson curric. in improving comm. skills, social living and math., which could be used in prison programs.
See I:41.2.
41.4 -Est. a reading prog. for ABE to meet needs of native Amer. considered functionally illiterate.
43.1 -AE resource center for dev. of teaching & teacher-training modules.
43.10-Staff dev. in AE with special emphasis on learning module dev. & utilization.
41.5 -Provide alcoholism center, ABE day classes & staff workshops. Raise basic skills, provide career couns., expand interest in self-sufficiency through career opportunities.
41.6 -Provide adult high sch. completion, dissem. mat.

E - COMMUNICATION, DISSEMINATION

See A:01.2, A:01.3, D:05.9, D:10.7, A:10.9.
03.4 -Advisory comm., newsletter, selected workshops, APL curric. dev., regional staff leadership.
04.2 -A prog. to provide basic educ. exp. through outreach to an isolated comm. without educ. opport. & no transp.
04.4 -Produce a film of AE to be used for recruiting, pub. relations & instruc. innovation.
12.2 -Train ESL teachers & aides by video tape; provide accompanying tape for Spanish-speaking migrants.
See D:13.3, D:25.1, A:28.3.

E - COMMUNICATION, DISSEMINATION (cont'd)

18.2 -Offer AE courses for the deaf via teletypewriter.
18.7 -Mobile mini-center based prog.
34.1 -GED prep. via TV.
See B:37.12.
38.8 -Collection & dissem. of AE resource mat.
38.11-Use of cable TV in the instr. of GED prep. students.
See D:38.15, D:38.16, D:38.18, C:38.20, I:43.4, D:41.6, I:41.2, G:41.3.
41.7 -Info. re. basic educ. services
46.1 -GED prep. via TV.
46.2 -Delivering comprehensive comm. educ. services to educ. deficient adults.
46.7 -A new approach to GED prep.- GED via TV.

F - EVALUATION: Performance Objectives

04.1 -A follow-up survey of former ABE students over past 6 yrs. to assess strengths & weaknesses of prog.
10.3 -Eval. of local AE prog. leading to improved & expanded instr. prog.
See D:10.7, C:13.1, D:28.1, D:30.3, D:33.1, D:34.4.
13.5 -Eval of state adult & cont. educ. programs.
23.1 -Train ABE teachers in theory & techniques of an alternative standardized reading prog. Indiv. reading prog. so student will reach func. literacy within 8 mos.
30.2 -Test effectiveness of a mobile classroom in ABE.
33.5 -Impact of expanded counseling service on mobility of ABE students.
33.6 -A comparative study of trad. ABE classes & an industrial Basic Ed. prog.
See D:35.7, B:37.1, C:37.4, D:37.10, B:37.14, O:38.6, D:41.4.
46.3 -Follow-up study of AE students who have dropped out over a 2-yr. period.

G - PROGRAM DEVELOPMENT: Family Education, Women

13.4 -Families Forward - train parents in necessary skills to promote children's dev., teach parents effective child mgmt. skills, effective comm. skills & essential home mgmt. skills.
See B:29.3, B:29.4.
34.2 -Literature & composition on women living in rural area.
See H:38.17.
41.3 -Training - identify parents with pre-sch. handicapped children. Increase parents' basic skills to 8th grade equiv., dissem. info.

H - RESOURCES: Regional Resource Centers, Learning Centers

See A:01.2, A:01.3, A:04.10, E:18.7.
04.3 -A training workshop for learning center personnel to include the organiz., admin. & implem. of the total Learning Center concept.
18.1 -Implem. first full-time AE center in schools.
25.2 -Est. learning center for inmates with less than h.s. educ. Dev. in-service prog. for staff. Indiv. basic educ. classes to be used as control group.
38.1 -Resource collection & dissem. center for AE.
See O:38.13
38.17-Dev. ES: center to serve primarily Spanish-speaking women in the afternoons in conjunction with an organized operating child care center.
38.21-To utilize & eval. the KET prog. in 2 diff. settings - a learning center & a prison prog.
See I:43.4, I:43.12.
43.5 -Adult Cont. Educ. Teachers Resource Center & Staff Dev. Project.
43.7 -AE Resource Center.
46.6 -AE Center demonstration proj.

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4. Almanacs - Handbooks - Yearbooks
   4.1 National Institute of Adult Education. Year Book of Adult Education

5. Archives and Manuscripts
   5.1 Archives of Continuing Education at Syracuse University

6. Bibliographies
   6.1 European Centre for Leisure and Education. Bibliographic Series

7. Dictionaries
   7.1 Carter Good. Dictionary of Education

8. Directories
   8.1 Syracuse University. Library of Continuing Education. The Directory of Adult Education Organizations

9. Documentation Centers
   9.1 Unesco. Adult Education Documentation Service

10. Encyclopedias
    10.1 Encyclopedia of Educational Research

11. Facilities - Equipment
    11.1 Adult Education Association of the U.S.A. Architecture in Adult Education

12. Finances
    12.1 The Foundation Center. The Foundation Directory

13. Glossary of Terms
    13.1 National Institute of Education. National Center for Education Statistics. Handbook of Standard Terminology for Curriculum and Instruction in Local and State School Systems. State Educational Records and Reports Series. Handbook VI (USA)

14. Groups and Committees (Advisory)
    14.1 National Advisory Committee on Extension and Continuing Education (USA)

15. Indexes
   15.1 British Education Index

16. Information Networks
   16.1 National Institute of Education. Educational Resources Information Center (USA)

17. Legislation
   17.1 Pennsylvania State University. Continuing Education. Federal Acts Relating to Continuing Education and Public Service Activities (ED 033 315)

18. Libraries
   18.1 Syracuse University. Library of Continuing Education

19. Library Catalogs
   19.1 U.S. Library of Congress. Catalog of Subject Headings

20. Periodicals
   20.1 Australian Journal of Adult Education

21. Personnel
   21.1 Members, International Congress on University Adult Education

22. Photographs
   22.1 Syracuse University. Library of Continuing Education. Collection of Photographs

23. Policy Statements

24. Professional Development Programs
   24.1 The 18th Summer School of Andragogues Porec, Zagreb, Yugoslavia

25. Publication Centers - Publishers
   25.1 International Institute for Adult Literacy Methods, Teheran, Iran

26. Research Centers
   26.1 Syracuse University Research Corporation. Educational Policy Research Center

27. Statistics
   27.1 National Institute of Education. National Center for Education Statistics USA)

Alexander Charters
August 1975

Excerpts Final Evaluation

1976-77

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FOREWORD

This special 309 project acts as a state-wide Clearinghouse of Resources for Educators of Adults in New York State. The project is designed to be useful to the Educator of Adults - - the administrator, teacher, counselor and other persons involved with the education of adults by providing easy access to resources specifically selected for their professional development.

Print and non-print materials are identified, acquired and the information concerning the materials is disseminated to New York State Educators of adults. These materials are available on free loan to any educator in New York State who requests them.

The project was begun in November 1975 and was entitled Resources for Educators of Adults. In 1976, the word Clearinghouse was added since it described the types of activities that were carried on.

The project was developed by Dr. Alexander N. Charters, Professor of Adult Education, Syracuse University with the assistance of a small group of other professionals on the campus. Dr. Charters is Project Director and he continues to offer advice and recommendations to the program.

An operation of this size requires the efforts and assistance of many persons and we would like to thank the following for their help in making this project successful:

From Syracuse University

June Brower, B.J. Vaughn, Edith Bennett, Alice Smith, George Abbott, Metod Milac, Glenn McKibbon, William Hough and L. William Patchen. Graduate assistants, Daniel Gifondarwa, Rachel San Miguel, Sally Coman and Dilnawaz Siddiqui have been most helpful and contributed much to the project. We are grateful for the assistance and support of Lois Matheson, Robert Poczik and other members of the Bureau of Special Continuing Education of the Division of Continuing Education.

Donald P. Holmwood
Program Director
July 28, 1977

ABSTRACT

This special 309 project was approved on October 30, 1975 and renewed on July 1, 1976 for an additional year.

It operates as an information center and a resource center of materials that are useful to adult educators.

Print and non-print material is acquired, processed, categorized and this information is disseminated in the form of a newsletter. Twelve newsletters were produced this year and mailed to approximately 2700 educators of adults in New York State.

During the past year an emphasis was placed on the dissemination of results of selected 309 projects in New York State. This was accomplished by developing and operating a Dissemination workshop for 12 projects and by arranging two displays that were shown at the NAPCAE-AEA conference and the NYACCE conference.

The project has filled a need. It now contains over 925 pieces of print and non-print items. Four hundred forty-five persons requested materials and more than 1400 items were sent to various adult educators in New York State.during the period of July 1, 1976 through June 30, 1977.

The year ahead indicates that the Clearinghouse will be more involved in the dissemination of selected 309 projects from New York State. The acquisition of additional materials

will produce an increase in the number of borrowers.

INTRODUCTION

Syracuse University has long been a leader in the field of Adult Education. It offers a graduate program leading to the M.A. and the Ed.D. or Ph.D. degress in adult education and in addition, it possesses one of the most complete collections of Adult Education materials, print and non-print, in the country.

Dr. Alexander N. Charters, Professor of Adult Education at Syracuse University sensed the need for additional educational opportunities for the Educator of Adults and approached the Division of Continuing Education with a proposal. The proposal contained the elements of the Clearinghouse as it now exists.

The project was approved on October 30, 1975 and the Clearinghouse began operating within three weeks.

PROBLEM STATEMENT

One of the most important problems facing Adult and Continuing Education is that of providing learning opportunities for the further development of the Educators of Adults. The previous experience of Directors of public school Adult Education programs and program administrators of many other adult education agencies ranges from practically none to many years. Likewise, the professional preparation in adult education varies from practically none to advanced degrees and active participation in professional organizations, conferences and seminars.

Using these assumptions as a beginning, it was decided that this operation would be unique in that it would be responsive to the needs of the educators of adults by searching out materials that would be useful in their professional and personal development. These materials would be acquired, processed and the information would be disseminated to the field via newsletters. All acquired materials would be loaned to New York State educators , whose only obligation would be to return the material post paid with two weeks after receiving it.

The objectives of the Clearinghouse were then written as follows:

1. To refine the system for the operation of the Clearinghouse.
2. To continue the identification, acquisition, processing,

dissemination and referral of materials in the areas of ESL, Bilingual and A.B.E. in accordance with the developing system.

3. To initiate the identification, acquisition, processing, dissemination and referral of materials in the areas of:
    A. Teachers
        1. motivating adults
        2. adapting content for adults (materials and cirriculum)
        3. selection of materials for adults

    B. Administration
        1. Program development
        2. Long range planning
        3. Programs and public relations
        4. Program evaluation
        5. Budget and finance
        6. Recruitment and selection of staff
        7. Cooperation with other agencies and currently funded 309 projects in accordance with the developing system

4. To evaluate each objective of the Clearinghouse by June 30, 1977 and review each one at one-day seminars conducted by the Clearinghouse staff with invitations going to members of the S.E.D. as well as selected experts in system evaluation and subject areas. These seminars will be held on or about October 15, 1976, March 15, 1977 and June 15, 1977.

On July 20, 1976, the Clearinghouse sent a letter to Robert Poczik, Associate in the Bureau of Special Continuing Education requesting the project be amended in the following manner:

4A. Disseminate selected products of New York State 309 programs as identified by the Division of Continuing Education.
    a. By September 1, 1976, the Division will identify 12 projects that have produced material that appears suitable for dissemination.

    b. Four separate meetings will be held at which time three project directors will be invited to participate to develop the dissemination program in cooperation with the State Education Department and the Program Director of the Clearinghouse. The meetings will be scheduled as follows:

(a) September 22 - Albany
(b) October 27 - Syracuse
(c) November 24 - Syracuse
(d) January 19 - Albany

c. Following each meeting a flier will be developed and mailed to identified New York State programs. The flier will give a brief description of the project and the product that has been developed for dissemination. It will invite interested practitioners to request further information.

d. The following criteria will be used for disseminating the products of the project.

1. Reports of not more than 30 pages will be reproduced by the Clearinghouse and mailed to those who request information following the mailing of a flier.

2. Reports of more than 30 pages will be reproduced by the project and mailed by the project following requests from practitioners

4B. Disseminate information concerning selected 309 projects at the NAPCAE-AEA conference in New York City, November 18-22, 1976.

1. By August 15, 1976, the S.E.D. will identify six 309 projects that will be requested to exhibit at the conference.

2. Selected projects will be invited to Syracuse for a meeting on September 15 to plan the display - - or a detailed plan of procedure will be mailed to the identified projects by September 8, 1976. Whichever method is employed all initial contact with project managers will be made by the Division of Continuing Education. Telephone call will be made by the Clearinghouse by September 22, 1976, to identify problems and answer questions.

PROJECT RESULTS

A. The Program Director visited and spoke to regional meetings, conferences and other groups as follows:

July 13, 1976 - Albany - conferred with members of the Division

July 21, 1976 - Albany - conferred withmembers of the Division

July 27, 1976 - Syracuse - Adult Education class on Problems of Adult Education

August 26, 1976 - Schenectady - E.S.L. teacher conference

September 23, 1976 - Albany - conferred with members of the Division

September 27, 1976 - Syracuse - CREA report of activities to Advisory group

September 30, 1976 - Bronx Community College - 309 project

October 6, 1976 - Albany - conferred with DCE members

October 22, 1976 - Albany

November 23, 1976 - Albany

November 17-20, 1976 - New York City - NAPCAE-AEA conference

December 7 & 8, 1976 - Schenectady - Dissemination workshop

February 7, 1977 - St. Bonaventure University - 309 project

Februrary 25, 1977 - New York City - meeting of Deans and Directors of Continuing Education - SUNY system

April 27, 1977 - Rhinebeck, New York - Mid-Hudson Continuing Education Association

May 15-18, 1977 - NYACCE conference - Pine Hotel

June 14, 1977 - Syracuse Hotel - Community Education Conference

June 29, 1977 - Syracuse - Metropolitan Adult Education Council

B. Twelve issues of the CREA newsletter were developed and mailed to approximately 2700 adult educators in New York State as well as almost every state in the United States, Tanzania, Argentine, Canada, Australia, Peru and several other countries in Europe.

The newsletter was mailed to the following:

1. All Public School Continuing Education Directors in New York State.
2. All members of the Community Education Association of New York State
3. All members of the Adult Education Association in New York State
4. All members of the National Association of Public and Continuing Education in New York State
5. All members of the Mid-Hudson Association of Continuing Education
6. All members of the Metropolitan Syracuse Adult Education Council
7. All Deans and Directors of Continuing Education in the SUNY system
8. All members of the Division of Continuing Education, New York State Education Department
9. An assorted list of interested persons from many countries and almost every state in the U.S.

C. On November 17, 1976, the Program Director and the Project

Director traveled to New York City to arrange a display of 309 projects operating in New York State. Two months prior to this date, letters were sent to Project Directors asking for materials that could be used for display on Friday, November 19, 1976. The materials were sent to the CREA project and with the assistance of an artist, 20 display boards were produced. Signs were made to publicize the display and these were placed in strategic spots near the registration desk and the exhibit hall. The display was scheduled for the period 4 to 6 pm on Friday. From 12 until 4, a film, produced by the Division of Continuing Education was shown to interested NAPCAE-AEA conferees. About one hundred persons viewed the 25 minute film which was shown 3 times. The Display proved to be quite successful. Approximately 400 persons viewed the exhibit and questioned the members of the Division who were present to answer their questions.

D. On December 7 and 8th, 1976, a Dissemination Workshop was operated for 12 selected projects in the Holiday Inn, Schenectady. Each project director answered questions relating to dissemination of his program. The dissemination model was developed using the dissemination model devised by the Southern Region Education Board. In-depth questions were prepared by the committee members who were in charge of the workshop. These questions were used as a measure of the project's progress in the dissemination chain. An evaluation instrument was administered at the end of the workshop by Harvey Johnson of the Bureau of Special Education to perceive the effectiveness of the workshop. It was rated good by the participants.

E. On May 15-18, 1977, CREA prepared an exhibit similar to the one shown at the NAPCAE-AEA conference in New York earlier in the year. The exhibit was on display for two hours and more than 200 persons attended, viewed the displays, and sampled the wine and cheese purchased by members of the Bureau of Special Continuing Education.. CREA also prepared a special exhibit to acquaint conference members with the project. This was set-up in the exhibit hall in a spot that afforded good visibility for the display. Many persons took folders and asked questions regarding the project.

The Future

The Clearinghouse has enjoyed success in its short 19 months of existence. It now has accumulated over 950 items for loan and during the past 12 months has sent more than 1400 requested items to adult educators in New York State.[1] Requests for loan materials have come from California, Texas, Alaska and Florida. They, of course, have been regretfully refused.

Now that the procedures have been well established for the acquisition and loan of materials, it appears that the Clearinghouse staff will be able to spend more time in dissemination of materials produced by 309 projects.

CREA will be involved with the Division of Continuing Education in conducting workshops and training sessions for the implementation of noteworthy results of selected 309 projects. This activity will take place at least four times during the coming year. On-site consultation will be an integral part of the procedure.

Materials will be acquired during the next year that will augment the stated objectives of including personnel from correctional institutions, migrant education and education of older adults on the mailing list of CREA.

Newsletter contents will include more annotations of acquired materials.[2]

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[1] See APPENDIX A

[2] See APPENDIX B

In addition, overdue materials will receive prompter attention and efforts will be made to reduce loss of materials by personal calls to borrowers.

CLEARINGHOUSE

RESOURCES FOR EDUCATORS OF ADULTS

SUMMARY OF ACTIVITIES 1976-77

		July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	TOTAL
Individual Requests	Mail	6	6	19	21	44	27	31	16	35	38	36	34	313
	Person	3	1	6	14	24	7	22	24	13	9	5	4	132
	Total	9	7	25	35	68	34	53	40	48	47	41	38	445
Items Requested	Print	16	9	77	69	162	115	144	96	240	102	150	121	1301
	Non-Print	0	1	6	12	15	3	1	0	1	47	32	19	137
	Total	16	10	83	81	177	118	145	96	241	149	182	140	1438
Items sent the day requested		16	9	48	63	104	82	92	71	163	58	112	51	869
Items not sent day requested		0	1	35	18	73	36	53	25	78	91	70	89	569
Backlog on reserve at end of month								123	106	146	165	199	179	

Statement Submitted at a Public Meeting
On the Notice of Intent to Issue Regulations
Adult Education Act and Amendments
Albany, N.Y.
December 12, 1978

Mr. Chairman,

I am Alexander N. Charters, Professor of Adult Education, Syracuse University. Thank you for this opportunity to be involved in an adult education experience by participating in these important deliberations concerning the education of adults.

I wish to focus on one aspect of the Adult Education Act and its amendments which is the preparation and continuing education of those persons who are to implement the provisions of the Act. The development of adult education as stated in the Adult Education Act and the amendments should be considered in the total context of adult and lifelong education. This statement is based on the premise that the development and enhancement of the education of adults in the immediate and long term future depends on the commitment, characteristics, and competencies of the educators of adults who are assigned to or responsible for it. Part of this task that has been granted to the Clearinghouse of Resources for Educators of Adults, located at Syracuse University. It is funded by the Division of

Continuing Education, New York State Education Department, as a state-wide project producing resources to assist the educators of adults to fulfill their tasks at whatever level they are functioning; but specifically in the areas included in the Adult Education Act as given priority by the Division of Continuing Education, New York State Education Department. CREA is concerned with resources and information about the resources. It is associated with but does not duplicate ADELL.

Included as educators of adults are: program and other administrators, supervisors, deans, directors, counselors, librarians, and other support personnel, teachers, faculty, and students of adult education, community developers, community educators, research workers, policy makers, legislators, and board members of adult education agencies. They have many roles and titles and accordingly are not always identified with or identifiable as educators of adults. They are working in the agencies including the ones stated in the summary of the amendments, public schools, business, labor, unions, library, universities, public health authorities, anti-poverty programs, churches, fraternal and volunteer organizations, and representatives of special adult populations.

These educators of adults may be engaged part-time and full-time, may be paid or provide volunteer services, may or may not be career oriented, and may or may not have had pre-entry training. All of them, however, have a need to continue their staff and professional development as educators of adults. This development requires a blend of theory and practice as well as a blend of study and experience.

CREA resources include a variety of formats such as: human, print, media, audio, visual, films, cassettes, microfiche, microfilm, documents, books, as well as automated and manual systems.

To facilitate the achievement for the plan, learning resources must be identified, disseminated, and evaluated. CREA makes the resources accessible at the right time and in the right place. In this way an array of alternative learning opportunities are accessible for adults to continue their learning. Since its beginning in 1975, CREA has acquired over 1470 items. It has received over 1700 requests and has loaned over 4800 items. It has published 30 Newsletters and 37 copies of the Federal Register Review (a duplicated publication referring selected readers to relevant legislation.) It has developed and disseminated bibliographies. It has assisted the Division of Continuing Education in disseminating information about projects sponsored by the State Education Department. It responds to special requests from individuals and associations in adult and continuing education. In summary, as stated in the Summary of Amendments distributed at this meeting, "the primary thrust of the amended authority is to expand the current delivery system and to broaden the outreach of the program." To do it requires qualified educators of adults to direct, plan, teach, conduct, and evaluate programs. Innovative training programs related to staff and Professional Development such as CREA should be continued and encouraged.

Furthermore, to have the necessary and continuing impact and support for the various programs and projects, CREA should be a continuing program and established as an on-going, regularly funded project.

I recommend that the regulations include this focus on the preparation and continuing education of the educators of adults.

Alexander N. Charters

FINAL REPORT

1977 - 78

CLEARINGHOUSE OF RESOURCES FOR EDUCATORS OF ADULTS

SYRACUSE UNIVERSITY

# 429450-78-901-38

FUNDED UNDER THE ADULT EDUCATION ACT OF 1966 AS AMENDED

SUPPORTED BY THE DIVISION OF CONTINUING EDUCATION
NEW YORK STATE EDUCATION DEPARTMENT

ALEXANDER N. CHARTERS
PROJECT DIRECTOR

DONALD P. HOLMWOOD
PROGRAM DIRECTOR

JUNE 30, 1978

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Acknowledgements

This report describes the activities of the Clearinghouse of Resources for Educators of Adults during its third year of operation. A large number of items were produced and disseminated and statistics indicate an appreciable growth in the usage of the Clearinghouse's resources.

Many persons contributed toward making this year successful, most of them on a volunteer basis. Among them are Mrs. June Brower, and Mrs. B.J. Vaughn. Others who deserve recognition for their work are graduate assistants Margaret Hinton, Rachel San Miguel, Dilnawaz Siddiqui, and Burt Sisco. Mrs. Alice Smith has contributed significantly for several years.

No project can operate well without skilled, intelligent office personnel and we thank Mrs. Kathy Layton and Chris Nowak for their assistance.

We appreciate the support and assistance of the New York State Education Department's Division of Continuing Education directed by Dr. Mary Reiss. Harvey Johnson, our Project Monitor has been extremely helpful as have Lois Mathieson, and Robert Poczik. We look forward to an even more successful year in 1978-79.

Problem Statement

One of the most important problems facing practicioners in Continuing Education is that of providing learning opportunities on a non-formal basis. The professional preparation of most educators of adults ranges from practically none to some who possess advanced degrees and who are very active in the field. The previous experience of many is likewise extremely varied.

Because of these reasons the Clearinghouse was designed to assist in the professional development of these educators.

In the first year of operation, the objectives were limited to the identification, acquisition and dissemination of information relating to ESL, Bilingual materials, and to the gathering of resources relating to proposal writing competencies.

The scope of the Clearinghouse was expanded in the second year operation to include other areas of concern such as GED, education of migrants and older adults. In addition, the dissemination of information regarding completed New York State 309 projects was listed as a major objective, and the Clearinghouse developed several project summaries which were widely disseminated.

Introduction

Syracuse University has long been a leader in the field of Adult Education. It offers graduate degrees in Adult Education and possesses one of the most complete collections of Adult Education materials in the country.

Dr. Alexander N. Charters, Professor of Adult Education at Syracuse University felt that formal educational opportunities are limited for leaders in Adult and Continuing educatin, and in 1975 he prepared a proposal to offer alternative learning opportunities to educators of adults through a system of acquiring educational materials and loaning them through the mails.

The project was approved in October 1975. It was funded again in 1976-77 and in 1977-78.

Abstract

The Clearinghouse of Resources for Educators of Adults has completed its third year of operation with the present contract terminating on June 30, 1979. During this period, it has moved from a small basement storeroom housing a limited collection of materials to a fairly large suite of rooms with about 1400 peices of educational materials, including books, audio tapes, films, and video tapes. It served over 680 persons and loaned 2391 items during the 12 months of 1977-78.

The goal of the Clearinghouse project is to improve the efficiency and effectiveness of the educator of adults by acquiring educational materials and loaning them to New York State educators. These educators are kept informed of the Clearinghouse holdings through a monthly newsletter that is sent to more than 2700 individuals in New York State. In addition to the lending services of the Clearinghouse, reports of selected New York State 309 projects are prepared and mailed upon request.

A selected mailing is made weekly of a review of the Federal Register. This summary includes notices relating to adult education as well as funding opportunities.

Project Activities

July 6, 1977 - CREA moved to larger facilities in room 224 Huntington Hall

July 7, 1977 - Program Director met with Project monitor and staff of DCE in Albany

Aug. 9, 1977 - Spetember Newsletter to printer

Aug. 18, 1977 - Program Director met in Albany with project monitor. Received videotapes from Neil Carr to duplicate and send to names on memo.

Aug. 29, 1977 - Began Professional Development bibliography in preparation for ACHE meeting in Montreal

Sept. 1, 1977 - Albany meeting with project monitor

Sept. 15, 1977 - Meeting with campus group to explain CREA and its objectives

Sept. 22, 1977 - Albany meeting with project monitor

Oct. 11, 1977 - Spoke to Dr. Charters' class regarding CREA

Oct. 17, 18, 19 1977 - Program Director worked as a Consultant on development of resource kit for Community Education, Adelphi College.

Oct. 20, 1977 - Program Director spoke to Dutchess County Community College teachers on Curriculum Development.

Oct. 25, 1977 - Albany meeting with Project Monitor

Oct. 30, 31 Nov. 1, 2 - NAPCAE - AEA conference in Detroit

Nov. 6, 7, 8, 9, 1977 - ACHE Conference in Montreal

Dec. 19, 1977 - Albany meeting with project monitor

Dec. 20, 1977 - Mailed 1st issue of Federal Register Review to about 60 persons in New York State.

Jan. 17, 1978 - Albany meeting with project monitor

Jan. 20, 1978 - Attended NYACCE conference planning committee meeting in Syracuse Hotel

Feb. 1, 1978 - Met with Syracuse Metropolitan Committee of Continuing Education

Feb. 8, 1978 - Albany meeting with project monitor

March 22, 1978 - Albany meeting with project monitor

April 11, 1978 - Turf Inn, Albany, Adult Competency based education seminar sponsored by D.C.E.

April 25, 1978 - Spoke with faculty members of Tompkins-Cortland County Community College

April 26, 1978 - Albany meeting with project monitor

May 21, 22, 23, 24, 1978 - Displayed CREA materials at NYACCE conference Syracuse Hotel

May 23, 1978 - Meeting with project monitor at Syracuse Hotel

Publications

1. 9 issues of the CREA newsletter were mailed to 2700 individuals. The tenth newsletter of June 1978 was mailed to 3200 persons. The additional 500 names were added over a period of several months but it took at least two months from the time they were submitted to the computer until they were included on the June mailing.

2. 20 weekly issues of the Federal Register Review were written and sent by first class mail to 125 persons.

3. A Funding Bibliography was developed and mailed with the 17th issue of the Register Review in May 1978. The Bibliography contained 20 annotated items.

4. A Bibliography of Professional Development materials was produced for the ACHE conference in Montreal in November. This 111 page bibliography is divided into 3 sections, each printed in a different color. The first section contains the material found in ERIC, the next section represents the material held by CREA and the third is a list of materials found in the E.S. Bird Library of Syracuse University. Each section lists the items under broad terms to facilitate search by a user.

5. A listing of acquisitions using Descriptive Subject Headings held by CREA was developed and printed. Because of the cost, (about $4/copy) CREA is exploring methods of disseminating copies to Central locations throughout the state

for use by our clients.

6. A very extensive, annotated bibliography on correctional institution education has been prepared. It is divided into Descriptive Subject headings in the same fashion as the Acquisition List and the Professional Development bibliography referred to previously.

7. A flier was produced and mailed to 2700 persons explaining a set of 10 videotapes developed by Daemen College. As a result, 6 institutions sent blank videotapes to CREA to be duplicated.

8. A flier was mailed to 2700 persons indicating that a summary of the "logical Judgements" project was available. The summary consisted of an 18 page booklet. The demand exceeded the 150 copies of the first printing and an additional 75 copeis were ordered.

9. A descriptive folder of New York state selected 309 projects funded by the Division of Continuing Education was produced and delivered to the Bureau of Special Continuing Education for dissemination.

10. In response to an item in the June issue of the CREA newsletter, 30 requests were received for an article written by Dr. Edward Coff that summarized his project entitled "Learning through Listening."

11. A flier was developed and mailed to 3200 newsletter readers indicating that a summary of another project operated by SUNY/Albany entitled "Learning to Read Should Make Sense," was available upon request. Incomplete results indicate that about 200 have requested the material as of July 12, 1978.

Recommendations

1. During the past year, a large number of video tapes were given to CREA. The Division of Continuing Education furnished blank tape and asked CREA to duplicate the master tapes and to send sets of the duplicates to 3 different New York State locations. Since CREA had had occasional duplicates made at Syracuse University facilities without charge, it was assumed that this arrangement would prevail but the assumption proved incorrect. CREA was charged a rather large sum for part of the planned project and it proved to be too much money to continue doing the remainder. An alternative solution was located at the Hutchings Psychiatric Center in Syracuse. The problem, however, is that the television section that duplicates the tapes operates almost entirely with volunteer workers and part-time, out of school youths who are not skilled. It has been very difficult to get all the needed copies produced within a span of two months.

   This aspect of CREA'S activity has not been too successful and it would seem appropriate to consider alternatives to this arrangement.

2. A fairly large number of items are allegedly being lost in the mails and the possible remedies are being investigated to diminish the number.

3. We are investigating some alternatives to sending certain items through the mail in padded envelopes.

Audio cassettes, carousels with slides etc., require more rigid containers and this problem will be solved soon.

4. It would be to the benefit of the Educator of Adults if CREA'S existence and objectives were more widely understood. A continued program of appearances at professional meetings in New York State is planned.

5. Since the underlying purpose of CREA is Professional Development, a series of Professional Development papers will be produced and mailed.

13
David

RESULTS OF THE COMPARATIVE STUDY OF THE CREA

TWO-YEAR EXISTENCE

1976-77 and 1977-78

The comparison was made only for nine months : July to March 1976-77 and July to March 1977-78. The reason for this was, data that can be gathered for the year 1977-78 was only up to March.

The data compared were taken from the "SUMMARY OF ACTIVITIES" .

A. Numbers of individuals requesting items :
Year 1977-78 and Year 1976-77

B. Number of items requested :
Year 1977-78 and Year 1976-77

The comparative graphical picture of the CREA summary of activities shows the following :

A. INDIVIDUALS REQUESTING ITEMS

DATA : 529 people requested items, 1977-78
319 people requested items, 1976-77
210 the difference that represented the 66 % increase over the year 1976-77

FINDINGS : AN INCREASE OF 66 % OR 210 MORE PEOPLE BORROWED MATERIALS IN 1977-78 PERIOD THAN IN THE PREVIOUS YEAR.

B. NUMBERS OF ITEMS REQUESTED

DATA: 1,905 items /materials were borrowed in 1977-78
967 items/materials were borrowed in 1976-77
938 difference represented an increase of 97 % more items were borrowed in 1977-78 than in the previous year

FINDINGS: AN INCREASE OF 97% OR 938 MORE ITEMS WERE BORROWED IN 1977-78 PERIOD THAN IN 1976-77

A comparison was also made on the average number of items borrowed per person.

FINDINGS:

1. AVERAGE ITEM BORROWED YEAR 1977-78 REVEALS 3.6 % ITEMS WERE BORROWED PER PERSON. ROUNDING THIS, WOULD MEAN :

   ALMOST 4 ITEMS WERE BORROWED PER PERSON -1977-78

2. AVERAGE ITEMS BORROWED YEAR 1976-77 REVEALS 3.03% ITEMS WERE BORROWED , OR

   ∴ 3 ITEMS WERE BORROWED PER PERSON-1976-77

C. BACKLOG

The backlog of items on reserve began last January, 1977. Lending on a first-come-first-served basis, items were loaned to those who requested them ahead of others. Items that were most borrowed as reflected on the "reserve list", were ordered from the publishing company. The arrival of the ordered items took some time, just as the mailing and the returning of items from those who requested them.

This is the result on the increase of backlog up to March 1978, of which the CREA summary of activities reflected 387 items.

IMPLICATIONS:

That the CREA is really reaching its clients: the educators of adults, which totals almost 2,300 people. Because of this, additional allotment should be given to the buying of items that the educator of adults find useful and relevant to their needs. This will give the CREA the flexibility to buy items as they felt the need, thus serving its very purpose and existence.

THE IMPACT OF THE CLEARINGHOUSE-RESOURCES FOR EDUCATORS OF ADULTS

SUMMARY OF ACTIVITIES

FINDINGS:

- 66 % INCREASE OR 210 MORE PEOPLE BORROWED MATERIALS FROM CREA IN 1977-78 THAN IN 1976-77

- 97 % INCREASE OR 938 MORE ITEMS WERE BORROWED IN 1977-78 THAN IN 1976-77

- AVERAGE NUMBER OF MATERIALS BORROWED PER INDIVIDUAL

    - ONE PERSON BORROWED ALMOST 4 ITEMS AT A IN 1977-1978

    - ONE PERSON BORROWED 3 ITEMS AT A TIME IN 1976-77

IMPLICATIONS:

The three findings based from the "Summary of Activities" reflects significantly the impact of the CREA 's services to the educators of adults in New York State.

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Section A: Body of the Report

Forward and Acknowledgements

The purpose of this report is to describe the activities of the Clearinghouse of Resources for Educators of Adults (CREA) during the 1978-79 fiscal year. This year may again be described as one of growth in the scope, plan, activities, and operations of CREA.

There are many persons who contributed to the functioning of CREA. Among those to whom we gratefully acknowledge help and assistance are: Mr. Donald Holmwood, who was Program Director since the inception of CREA, and who made a particularly significant contribution to the Clearinghouse. He became Director of Continuing Education at Erie Community College in January 1979. Mr. Dilnawaz Siddiqui and Mr. David Price served very ably as graduate assistants; Louise Hoffman and Donovan Welsh, CREA's work-study students, served a needed and useful purpose in assisting with office operations. Dr. Donald Tobias, Mrs. Alice Smith, and Mrs. B.J. Vaughn also contributed generously of their time and effort. We especially wish to recognize the efficient and skilled work of Ms. Chris Nowak, Project Secretary, for her enormous contribution to the project.

Finally, thanks are extended to the staff of the New York State Department of Education's Division of Continuing Education, especially Harvey Johnson, Ted Turone, John Hatfield, and the present Director Garrett Murphy, for their support, assistance, and guidance during the past year.

Mr. Edward Gschwender, who was a Graduate Assistant and then Special Assistant to the Project Director, was involved in virtually all aspects of CREA, and made a major contribution to the preparation of this report.

Abstract

The Clearinghouse of Resources for Educators of Adults' primary mission is to improve the efficiency and effectiveness of educators of adults through the provision of services and products designed for their professional development. This project is based on the premise that the development and enchancement of the education of adults in the immediate and long term future depends on the committment, characteristics, and competencies of the educators of adults who are assigned to or responsible for it. While such an effort is by nature, international in scope, CREA has been set up as a state-wide project for identifying, collecting, disseminating, evaluating, and producing resources to assist educators of adults in fulfilling their tasks at whatever level they are functioning; but specifically in the areas included in the Adult Education Act as given priority by the New York State Department of Education Division of Continuing Education.

CREA is concerned with resources and information about resources. To facilitate the achievement of CREA's mission, learning resources are identified, collected, and disseminated. CREA's task is to make these resources accessible at the right time and in the right place. CREA resources include a variety of formats such as: human, print, media, audio visual, film, cassettes, microfiche, documents, books, as well as automated and manual systems.

Some of the activities of CREA include: mailing of newsletters describing acquisitions, compiling bibliographies, loaning materials and exhibits, assisting at conferences and workshops, setting up resource units and disseminating information about funding sources.

During its 3½ years of existence, CREA has become a valuable service to New York State Educators of Adults as attested to by its loan record, its visitor records, and by comments from its users. This report describes the activities of and services provided by CREA during FY 1978-1979. In addition, the appendix contains examples of the products and services provided by CREA.

Introduction

Syracuse University has a long history as a leader in the field of ADult Education. It offers graduate degrees in Adult Education and possess one of the most complete collections of Adult Education materials in the world.

Dr. Alexander N. Charters at Syracuse University felt that formal educational opportunities were limited for practitioners in Adult and Continuing Education, and in 1975, he prepared a proposal to offer alternative learning opportunities to educators of adults through a clearinghouse system in which the clearinghouse would acquire relevant materials, and then loan them through the mail. The project was approved in October 1975 with Dr. Charters appointed as the Project Director, and has continued to receive funding from the New York State Education Department's Division of Continuing Education since then to the present.

In its 3½ years of operation, CREA has expanded from its original location in a small office housing a limited collection to a fairly large suite of rooms with over 1500 individually titled items of educational materials including books, audio tapes, films, slides, and video tapes. In addition, it has grown in the number of individual served since 1975-76 (407) to 1978-79 (740), and has exapnded the number and types of services provided.

This project is based on the premise that the development and enhancement of the education of adults in the immediate and long term future depends on the commitment, characteristics, and competencies of the educators of adults who are assigned to or responsible for it.

CREA has been set up as a state-wide project for identifying, collecting, disseminating, evaluating, and producing resources to assist educators of adults in fulfilling their tasks at whatever level they are functioning; but specifically in the areas included in the Adult Education Act as amended by the Division of Continuing Education, New York State Education Department.

Educators of adults have many roles and titles and accordingly are anot always identified with or identifiable as educators of adults. They are working in a variety of agencies as stated in the summary of amendments: public schools, business, labor, unions, libraries, universities, public health authorities, anti-poverty programs, churches, fraternal and volunteer organizations, and representatives of special adult populations. Community education agencies are included. CREA uses this broad definition of educators of adults in determining the population it serves.

CREA is concerned with resources and information about resources. CREA resources include a variety of formats such as: human, print, media, audio, visual, film, cassettes, microfiche, microfilm, documents, books as well as automated and manual systems. To facilitate the achievement of CREA's mission, learning resources are identified, disseminated, and evaluated. CREA makes these resources accessible at the right time and in the right place.

Some of the activities of CREA include: preparation and mailing of newsletters describing recent acquisitions, compilation of bibliographies, loaning of materials, exhibits, presentation assistance at conferences and workshops, setting up resource units in adult education agencies. The remainder of this report will more fully describe, explain, and evaluate those activities and services provided by CREA.

In an attempt to provide some measure for comparison of CREA's activities and operations with similar or related programs, the Project Director has continually been in contact with staffs of these operations. Not much data has been compiled and therefore these reporters are faced with comparing CREA's activities between what CREA currently is, and what the staff would like it to be; between what it does and can possibly do.

Problem Statement

One of the most important problems facing Adult and Continuing Education is that of providing learning opportunities for further development of the educators of adults. The experience of educators of adults ranges from practically none to many years. Likewise, the professional preparation in adult education varies from practically none to advanced degrees and active participation in professional organization, conferences, and seminars.

Employing these assumptions as a beginning, it was decided that this operation would be unique in that it would be responsive to the needs of the educators of adults by searching out resources and information about resources that would be useful in their professional development. When possible, these materials would then be acquired, processed and the information and items would be disseminated to the field via a variety of means. All acquired materials would be loaned to New York State Educators of adults, whose only obligation would be to return the material post paid within two weeks after receiving it. In addition, information about resources would be made available to educators of adults.

The objectives of the clearinghouse have changed and expanded during the past years.

1. To identify the needs of educators
2. To develop a delivery system to meet the selected needs by providing materials, services, and other resources.
3. To assist the educators of adults in identifying their own needs and in learning how to use materials.

During FY 1978-1979, 10 Objectives were developed for CREA. These were:

1. To continue identification, selection, acquisition, and dissemination of resources useful to educators of adults.

2. To develop and administer workshops on selected topics as defined by needs of the Division of Continuing Education.

3. To respond to needs of the Division of Continuing Education as they develop.

4. To continue dissemination of results of selected 309 projects.

5. To encourage linkages between CREA and:
   a) adult education agencies
   b) adult education associations

6. To develop and disseminate bibliographies on parenting; gerontology; handicapped; and lifelong learning.

7. To repeat and recycle previous information of newsletters and previous publications.

8. To visit other 309 projects to assist in the development of results dissemination.

9. To encourage and facilitate cooperation and coordination of adult education agencies.

10. To develop and use other types of dissemination.

As is apparent, the objectives of CREA have been refined and expanded during the past years as new needs and problems have been identified. The overriding goal however; remains the same -- to serve the professional development needs of educators of adults through a variety of methods and through the achievement of CREA's objectives.

Project Results

In this, its fourth year of operation (1978-1979), CREA continued its prior activities and began to develop new directions and activities which are highlighted in the project results reported below:

During the 1978-1979 fiscal year CREA staff engaged in a wide variety of activities and worked toward the achievement of the goals and objectives established for the year. Below are listed those activities and accomplishments which are considered to contribute to CREA's mission. In July 1979, a cumulative progress report was completed. In that document CREA activities were related to each objective. A copy of this report can be found in Appendix I.

1. From July 1978 through June 1979, CREA loaned 2,010 items to 917 educators of adults throughout New York State. See Table I - Loan Items.

2. From July 1978 through June 1979, CREA staff responded to 50 telephone requests for services and 50 mail inquiries. See Appendix II - Samples of Correspondence.

3. From July 1978 through June 1979, CREA produced 10 newsletters and distributed them by mail to 3200 educators of adults on a regular basis. See Appendix III - Newsletters.

4. From July 1978 through June 1979, CREA produced 35 Federal Register Reviews and distributed them by mail to 136 educators of adults on a regular basis. See Appendix IV - Federal Register Reviews.

5. From July 1978 through June 1979, CREA acquired 350 print and non-print items and processed them into the CREA system. Each item processed is assigned a CREA number, 1 to 3 descriptive subject headings, and is annotated. In addition, each item is listed on a title card, author card, and a serial acquisition card. See Appendix V - Sample Annotation.

6. From July 1978 through June 1979, 335 persons visited CREA. The office is open daily Monday through Friday, 8:30 am - 5:00 pm. See Table II - Jan. - June Report.

7. In April 1979, CREA conducted an evaluation of the Federal Register Review. The major finding of that evaluation was that over $4 million dollars was obtained for public and private agencies in grant monies based on the initial notification of funding opportunities provided by the Review. See Appendix VI.

8. CREA staff set up manned and unmanned exhibits of resources for educators of adults at the following locations:

   a. NYACCE Conference - Grossinger's, Liberty, New York
   b. New York Association of County Governments - Grossinger's, Liberty, New York
   c. New York State Parks and Recreation Association - Nevele, Ellenville, New York
   d. Regional Meeting - NYSPRA, Syracuse, New York
   e. Upper Catskill Association for Continuing/Community Education, Cooperstown, New York. See Appendix VII for speech.

   In addition, CREA sent over 3,000 pieces of free literature to be distributed at other state and regional adult education related meetings and conferences. See Appendix VIII for sample.

9. CREA staff members attended and participated in a variety of conferences, workshops, and meetings throughout the year:

   a. NYACCE - Grossinger's, Liberty, New York
   b. NCEA - Nashville, Tennessee
   c. AEA - Portland, Oregon
   d. Central New York Center for Community Education Workshops (2) Syracuse, New York
   e. ACHE regional meeting - Albany, New York
   f. NAPCAE
   g. ACHE

h. Upper Catskill Association for Continuing/Community Education - Cooperstown, New York

i. Womanschool Workshops on Women Administrators (3) - Buffalo, Syracuse, New York City. The program director conducted an evaluation of these workshops

j. ESL workshops - Syracuse, New York. CREA has hosted 4 of these workshops.

k. Metropolitan Committee on Adult and Continuing Education (10)

l. Syracuse Metropolitan Committee on Cable T.V. (3)

In addition, individual staff members have met with a variety of other agencies to discuss services and product development.

10. CREA produced "I Love New York: Innovations in Continuing Education," a summary of all New York State 310 projects and distributed copies to 3500 educators of adults. See Appendix IX

11. During FY 1978-1979, CREA produced 3 bibliographies: grantsmanship, community education, and educational brokering. These have been distributed to 250 educators of adults. See Appendix X

12. During FY 1978-1979, CREA produced for publication: (See Appendix XI)

a. Acquisition List: Clearinghouse: Resources for Educators of Adults by Descriptive Subject Headings

b. Professional Development for Educators of Adults: A Bibliography

c. Newsletters: Clearinghouse: Resources for Educators of Adults: January 1975 - June 1978.

d. Annotated Bibliography for the Education of Public Offenders - by Descriptive Subject Headings

These four documents have been entered into the ERIC and Library of Congress systems.

13. During FY 1978-1979, CREA produced an ERIC/EPSIS Packet which describes how to use both systems. The packet is distributed free of charge and is mailed to educators of adults who request CREA services. See Appendix XII.

14. In June 1979, CREA conducted a complete inventory of all items in the collection. The inventory ascertained the following: See Appendix XIII.

   a. CREA number.
   b. Number of copies.
   c. Source of item - purchase, gift, from whom.
   d. Print or non-print.
   e. If item is annotated.
   f. Number of times loaned.
   g. Evaluation of items loaned.
   h. Number of items lost or missing.

15. From June 1978 through June 1979, CREA has developed CREA resource centers located in offices of adult education agencies. Currently, these centers are located at:

    Laubach Literacy - Syracuse, New York
    Cooperative Extension - Mexico, New York
    Utica College - Utica, New York
    Adult Basic Education - Syracuse, New York
    Onondaga BOCES - Syracuse, New York
    Community Hospital - Syracuse, New York

    They are designed so agency members can have direct and immediate access to a sample of resources from CREA. These resources are rotated on a regular basis.

16. During FY 1978-1979, CREA staff developed order forms for loan items and a new evaluation form for items loaned. See Appendix XIV.

17. During FY 1978-1979, CREA staff have met with project monitor, Mr. John Hatfield, and other staff members of the New York State Division of Continuing Education on a monthly basis. These meetings have provided both organizations with an open channel of communication to share ideas and activities.

18. During FY 1978-1979, CREA has developed labels for the front and binders for folders to hold CREA materials. These folders are made available at cost to educators of adults. See Appendix XV.

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19. During FY 1978-1979, CREA has loaned materials for showing on the public access channel of Syracuse Cable TV Systems. See Appendix XVI for listing.

20. In August 1978, CREA moved its location to room 223 Huntington Hall, 150 Marshall St., Syracuse University, Syracuse, New York. The move provided a larger storage area and facilities for CREA. In addition, CREA made available 11 pieces of AV equipment for use with CREA non-print materials. See Appendix XVII.

21. During FY 1978-1979, the ADult Education Area hosted 2 luncheons for 25 university personnel who contributed to the effectiveness and efficiency of CREA operations.

22. During FY 1978-1979, CREA staff members responded to a number of questionnaires sent by various organizations for information on CREA. (See Appendix XVIII for example).

23. During FY 1978-1979, CREA submitted two proposals for funding to the NCEA. To date these proposals are pending (See Appendix XIX for proposals).

24. Each month during FY 1978-1979, the program or project director prepared a monthly progress report which was distributed to various state and university personnel (See Appendix XX for examples).

Issues, Concerns, and Recommendations

There are a number of issues and concerns which need to be addressed by CREA staff members and the Division of Continuing Education. In these next few pages the Project Director would like to share his perceptions of those issues and concerns and to offer, what hopefully will prove to be constructive suggestions.

As in previous years, there were concerns that CREA was not fulfilling its potential. While this may be true, there has never been a statement developed describing CREA's potential. From year to year, CREA staff set a series of short term goals, objectives, and activities within the context of an ill-defined future. What is it that the DCE, the sponsors of CREA, want CREA to become? While there are mission statements to the effect that CREA is to assist in the professional development of educators of adults and to act as a clearinghouse of resources for use in this process, What does it mean? Where will it lead? What is it that we are trying to create? To achieve?

When the project was first proposed it was recommended that an advisory committee be established to examine questions regarding CREA's future and its potential role. Unfortunately, the suggestion did not receive the support needed for its implementation. To fill this void, it is recommended that representatives of the Division of Continuing Education, CREA, and other interested parties meet to devise a long range master plan for CREA. While this may seem unrealistic due to the present funding structure, such action would seem to have the following advantages:

A) The future to which CREA is working would be clear and open to the public.

B) Plans and activities could then be devised to achieve the desired future.

C) The long term goals would be subject to change, yet those in existence would provide continuity from year to year. Further, they would provide articulation between CREA's goals and other organizations' long term educational goals.

D) The long term future and the plans designed to achieve it would provide coherent and concise guidelines which might be the basis for attracting additional funding.

Once a future is specified for CREA, then it becomes an easier task to identify and state sub-goals, objectives, and activities designed to create the future. Yet, while such a future does not now exist, everyday realities must be faced.

II. A second issue which is somewhat related to the lack of a future and those specific activities designed to achieve that future, is CREA's funding level. In 1978-1979, CREA's funding along with all other New York State 309 projects was cut back 10%. This necessitated making cuts which constrained some of CREA's activities given that the emphasis of the DCE is on the increased development of CREA products, services, and high visibility appearances at conferences. Such cutbacks hamper CREA's effectiveness.

In addition, many of the activities CREA has undertaken since its existence have been subsidized by other sources provided by the Project Director. Due to changes in staffing, these funds will no longer be available in future years. These funds were never included in any of CREA' operating budget, yet the represent a substantial investment which enabled CREA to perform additional activities. For these reasons, combined with the history of demonstrated activities as reflected in this document and the activities designed for next year's proposal, we feel a strong case is built for increasing, not decreasing, CREA's funding level.

III. In order to improve CREA's services, it is and will be necessary to spend more staff time on evaluation activities. This past year two evaluations were conducted by CREA - one on the Federal Register Review, the other on an inventory of CREA holdings. In the first instance, it was found that the Federal Register Reveiw was serving a useful function and through its services, had provided the initial information to educators of adults which led to the securing of over $4,000,000 dollars in grant monies. In the inventory of CREA collections, it was found that CREA does have some strengths and problems.

A) Record keeping - Going through loan records, the evaluation found no delineation between the fiscal years, making it impossible to determine in which year items were loaned. While we can't go back, steps have been taken to differentiate loans between years. In addition, the number of items loaned this past year decreased from FY 1977-1978, while the number of borrowers increased. While we don't have records to prove it, the general feeling among staff is that more materials were loaned than the records indicate. Again, while CREA staff can't go back, measures have been taken to improve control procedures over items loaned.

B) The inventory also indicated that CREA is missing about 160 items. This is a loss of about 40 items a year. Individuals who were known to have had the materials last were contacted. They claim they returned them. CREA is faced with 4 possibilities: the items are not being returned by the borrowers; the items are being lost in the mail; they are not being logged back in as they are returned; or, a combination of all the prceding three. We have tightened up logging returned loaned procedures on this end and are exploring other actions to rectify the other two areas.

C) In addition to these evaluations already conducted, there is a need to undertake a comprehensive evaluation of CREA to determine at least the following:

1) The effectiveness of all CREA services and products
2) The profile of CREA users
3) An assessment of user needs

Such an evaluation will give staff a better indication of how to improve services, how to serve our clientele more effectively, and how to determine which groups are not using CREA services.

D) In general more attention needs to be given to all forms of record keeping both to streamline the system and to provide easy access to records when needed.

IV. During the past year several issues of the Federal Register Review were produced which were poor in printing quality. While it is sometimes difficult to get a good reproduction form the original document, CREA staff felt that these editions were worse than might be expected. To rectify this situation, CREA switched printers. Since then, the printing quality of the Review has been much better.

V. It would be to the benefit of educators of adults if CREA's services were better understood. Therefore, it is suggested that CREA staff re-do the CREA brochure, make more personal appearances (when the budget allows), develop a slide/tape presentation, develop CREA user's guide, and undertake other activities which will give CREA greater visibility throughout the state.

Final Report

1978 - 1979

Clearinghouse of Resources for Educators of Adults

Syracuse University

#429450 - 79 - 901 - 38

Funded Under the Adult Education Act of 1966 as Amended

Supported by the Division of Continuing Education

New York State Education Department

Alexander N. Charters

Project Director

Edward Gschwender

Special Assistant to the Project Director

July 31, 1979

Section B: Tables and Charts

Table I: CREA loan report

Table II: CREA Visitor Tally Sheet - 1/79-6/79

Table III: Sample of Resource Unit Users Sheet

Section C: Supplementary Materials Appendices I-XX

AppendixI: 1978-1979 Final Progress Report

Appendix II: Samples of Correspondence

Appendix III: Sample of Newsletters

Appendix IV: Sample of Federal Register Reviews

Appendix V: Sample Annotation

Appendix VI: Federal Register Review Survey, Federal Register Review Evaluation Report

Appendix VII: Presentation on Community Education at Upper Catskill Association for Continuing Community Education - Cooperstown, New York

Appendix VIII: Materials distributed throughout New York State at conferences and meetings

Appendix IX: "I Love New York"Innovations in Continuing Education

Appendix X: Acquisition List: Clearinghouse: Resources for Educators of Adults by Descriptive Subject Headings Proffessional Development for Educators of Adults: January 1975-June 1978 Annotated Bibliography for the Education of Public Offenders-by Descriptive Subject Headings

* * *

Due to a large number of requests for these CREA publications, they are presently out of stock. Therefore, we are enclosing only one copy of each of thse materials and four additionalcopies of each will be forwarded to the Divisions of Continuing EDucation as soon as they are available.

Appendix XIII: Inventory Form, Inventory Report, Inventory Summary Sheet

Appendix XIV: CREA Order Forms, CREA Evaluation Forms

Appendix XV: CREA Labels, CREA Binder

Appendix XV: List of materials shown on cable TV provided by CREA: The Jones' Series - Video Taped movies on family life A New Freedom - on planning for retirement

Aging: Nursing Homes

Aging: Research Study

Aging: Emotional Problems Tomorrow's Beginning

Appendix XVII: Description of Facilities, Description of Equipment

Appendix XVIII: Sample Copy of Questionnaire Responses

Appendix XIX: NCEA Proposals

Appendix XX: Monthly Progress Report, List of Persons to whom report was distributed

Progress Report
July 1, 1978 to June 30, 1979

Project Objectives, 1978 - 1979

During the 1978 - 1979 fiscal year, 10 objectives were identified and designated for CREA action. They are as follows:

A. Continue identification, selection, acquisition, and dissemination of resources useful to educators of adults.

B. Develop and administer workshops on selected topics as defined by needs of Division of Continuing Education.

C. Respond to needs of Division of Continuing Education as they develop.

D. Continue dissemination of results of selected N.Y. State 309 projects.

E. Encourage linkages between CREA and:

   1) Adult Education associations such as NYACCE, ACHE in New York, SUNY/Continuing Education, BOCES, and Cooperative Extension.

   2) Adult Education agencies such as Laubach Literacy and Literacy Volunteers.

F. Develop and disseminate bibliographies on two levels for Parenting, Geronotology, Handicapped, Lifelong Learning.

G. Repeat and recycle information from previous newsletter publications.

H. Visit other 309 projects to assist in the development of results dissemination.

I. Encourage and facilitate cooperation and coordination of Adult Education agencies, e.g., Metropolitan Committee on Adult Education.

J. Develop and use other types of dissemination, e.g., microfiche.

In this final progress report each objective with the achievement and procedure is listed on the enclosed pages. All total figures provided are based on compilations from FY 1978-1979. (July 1, 1978 - June 30, 1979)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
A. Continue identification, selection, acquisition, and dissemination of resources useful to educators of adults.	1. During FY 1978-1979, 455 print and non-print items were acquired for the clearinghouse. Of these, 380 were new acquisitions, 75 were multiple copies or ordered to replace lost items.	1. Each week during the 1979-1980 fiscal year, resource items were identified and selected for purchase by the graduate assistant based on a review of: literature from major publishing houses, adult and community education associations, education periodicals and journals, authors and sponsors, bibliographies and class reading lists. Items were selected for purchase if: they were written in English; under $15.00 (if over $15.00 the item was discussed with the program director); suggested by State Education Department person, faculty member, or CREA user; if related to adult continuing education, community education, post-secondary adult education, or if related to a selected topic, e.g. proposal writing, communications, etc. Once selected, the graduate assistant checked to determine if items were already in the collection. If not, then they were ordered by the project secretary.
	2. Of these 455 items, 255 have been fully processed into the collection.	2. Items which are purchased or given are processed into the collection as they are acquired and as time allows. Each item is assigned a CREA number by the secretary who also prepares author and title cards for the CREA file. In addition, the secretary indicates on the card if the item was purchased by CREA or given by others such as the State Education Department, individuals, or other organizations. The item is then given to a graduate assistant who reviews the item and prepares an annotated acquisition card. The card contains CREA acquisition

PART I PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
A. Continue identification, selection, acquisition, and dissemination of resources useful to educators of adults.		number, author, title, publisher, date of publication, number of pages, and type of publication. The graduate assistant also classifies the item under 1 to 3 Descriptive Subject Headings and writes an annotation on the item. The card is then given back to the secretary who includes the card in the annotated monthly newsletter. It is then placed in the acquisition list master file.
	3. During FY 1978-1979, 10 editions of the CREA newsletter were produced and distributed to 3200 educators of adults on a regular basis.	3. The newsletter is produced by a staff member at least once a month. Items in the newsletter are based on the acquisition cards and are cross-referenced (since April) according to descriptive subject headings. Items selected for inclusion are selected by the program director. The secretary types the newsletter sends it the printer for publication and distribution.
	4. CREA loaned 2,010 items to 917 educators of adults throughout New York State.	4. A. A request form for items to be borrowed is included in each edition of the newsletter. Requests for items to be borrowed is the responsibility of the secretary. Items loaned include an evaluation form, a return reminder, and a return label. If items are unavailable for loan the individual is placed on a waiting list and notified that materials requested will be sent as soon as they become available. If 5 or more people appear on a waiting list, an additional copy of the item will be ordered. As a general rule, requests for loans are responded to on the same day they arrive.

(DUPLICATE IF NECESSARY)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
A. Continue identification, selection, acquisition, and dissemination of resources useful to educators of adults.		4. B. When possible, items are taken to conferences and meetings by staff members. Participants are able to borrow directly at the site of the conference. Materials loaned in this manner are processed the same way as mailed requests. Visitors to the clearinghouse may also borrow directly from the shelves using the above process. C. CREA resource units were established at 6 sites throughout central New York. A resource unit is a mini-CREA center in which CREA resources are loaned and housed in participating agency facilities for a period of time. Staff members of participating agencies are then able to gain easy access to resources and can participate in self-directed professional development activities easily. Items are borrowed and returned directly to the resource centers.
	5. During FY 1978-1979, CREA staff responded to 100 telephone and mail inquiries for services.	5. The program director is responsible for non-loan related written and telephone inquiries as they arise. Response to each inquiry varies with the nature of the call.
	6. During FY 1978-1979, CREA produced 35 Federal Register Reviews and distributed them by mail to 136 educators of adults on a regular basis.	6. The Federal Register Review is produced at least twice a month. Items included in the Review are selected by a staff member. Also, all items included relate to the field of adult/community education. The program director is responsible for the layout and reproduction of the original copy. When the layout is complete it is taken to the printers for reproduction. Once reproduced, a graduate assistant is responsible for mailing out the Review.

(DUPLICATE IF NECESSARY)

PART I PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
A. Continue identification, selection, acquisition, and dissemination of resources useful to educators of adults.	7. In April 1979 CREA conducted an evaluation of the Federal Register Review. The major finding of the evaluation was that over $4 million dollars was obtained for public and private agencies in N.Y. State in grant monies based on initial notification in the Review.	7. The evaluation form was constructed by the project director and a graduate assistant. The survey was mailed to 136 subscribers of the Review. Over 65% responded. The results were compiled by a graduate assistant and a report was prepared.
	8. During FY 1978-1979, 335 persons visited CREA. The office is open daily Monday through Friday, 8:30 am - 5:00 pm.	8. A tally sheet was kept on the number of individuals who visited the CREA office. In addition, persons who need to use CREA for research purposes are sometimes loaned a key so they can work in CREA after hours.
	9. During FY 1978-1979, CREA staff developed order forms for loan items and a new evaluation form for items loaned.	9. The loan evaluation forms and loan forms are used whenever a resource is loaned. They provide a quick and easy method for loaning items and provide a method for evaluating purchased items.
	10. During FY 1978-1979, CREA produced an ERIC/EPSIS packet which described how to use both systems. The packet was distributed free of charge and was mailed to 3200 educators of adults in New York State.	10. The project director met with representatives from EPSIS to discuss an ERIC/EPSIS package. The project director met with Joan Miller and agreed to have someone from the CREA staff learn how to use the EPSIS system. A CREA staff member was responsible for preparing the package and reproducing it. In addition, the project director met to establish more formal linkages with ADELL, Montclair Clearinghouse, and the ERIC center in vocational education.

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(DUPLICATE IF NECESSARY)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
A. Continue identification, selection, acquisition, and dissemination of resources useful to educators of adults.	11. Since May 1979, CREA has been conducting a complete inventory of all items in the collection. The inventory will ascertain the following for each item: CREA number, number of copies, source of item, print or non-print, if item is annotated, number of items loaned, evaluation of loaned items, number of items missing or lost.	11. CREA staff members prepared an inventory evaluation form. The staff members handcounted items in the collection and reviewed all records pertaining to collection items. An evaluation report will be distributed by August 15, 1979.
	12. In August 1978, CREA moved its location to room 223 Huntington Hall, 150 Marshall St., Syracuse University. The move provided a larger storage area for CREA facilities. In addition, CREA has available 11 pieces of audio visual equipment for use with CREA non-print materials.	12. CREA staff members physically moved all items and records in the collection into the new office and organized the new location.
	13. In July 1978, Professional Development Series #1 was published. Ten copies of the 21 publications were made available for borrowing.	13. A CREA staff member prepared a one page flyer on the Professional Development Series #1 and distributed the flyer to educators of adults. 18 copies of each publication were processed into the CREA system.
	14. During FY 1978-1979, CREA distributed over 4,000 copies of the CREA brochure to educators of adults.	14. This publication was distributed at meetings and conferences.
	15. During FY 1978-1979, CREA staff developed the publication: Professional Development for Educators of Adults: A Bibliography	15. The program director conducted a literature review of all resources related to the issue of professional development housed in CREA. Upon completion of this review the program director prepared a bibliography for distribution.

(DUPLICATE IF NECESSARY)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
3. Develop and administer workshops on selected topics as defined by needs of the Division of Continuing Education.	1. During the fall 1978, CREA was involved in the planning and implementation of three workshops to develop the skills of women administrators and was involved in the evaluation of these workshops.	1. The Program Director and graduate assistants worked with individuals in Buffalo, Syracuse, and New York on these workshops.
	2. During FY 1978-1979, CREA arranged 4 Saturday workshops on English as a Second Language in Syracuse.	2. The program director and graduate assistants made arrangements for conference facilities at Syracuse University and provided other support services when needed.

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
B. Develop and administer workshops on selected topics as defined by needs of the Division of Continuing Education.	3. During FY 1978-1979, CREA staff members set up manned and unmanned exhibits of resources for educators of adults at the following locations: NYACCE - Grossinger's, Liberty, NY New York State Association of County Governments - Grossinger's, Liberty, NY New York State Parks and Recreation Association - Nevele, Ellenville, NY NYSPRA Regional meeting - Syracuse, NY Upper Catskill Association for Continuing/Community Education - Cooperstown, NY In addition, CREA sent over 3,000 pieces of free literature to be distributed at other state and regional adult education related meetings and conferences.	3. If the Division and CREA staff determined that a conference or meeting was appropriate for CREA to attend and set up a display, CREA staff members would contact the exhibit chairperson of the conference. Upon making arrangements, designated staff would take a sample of resources and other materials for display. Some of these materials were for loan, others were given away as free handouts.

(DUPLICATE IF NECESSARY)

PART I PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
B. Develop and administer workshops on selected topics as defined by needs of the Division of Continuing Education.	4. CREA staff members attended and participated in a variety of conferences, workshops, and meetings throughout the year: NYACCE - Grossinger's, Liberty, NY NCEA - Nashville, TN AEA - Portland, OR ACHE - regional meeting, Albany, NY ACHE - Dallas, TX Central New York Center for Community Education Workshops (2) - Syracuse, NY Upper Catskill Association for Continuing/Community Education - Cooperstown, NY Womanschool Workshop on Women Administrators (3) Buffalo, Syracuse, New York, NY ESL workshops (4) - Syracuse, NY Metropolitan Committee on Adult and Continuing Education (10), Syracuse, NY Syracuse Metropolitan Committee on Cable TV (3), Syracuse, NY	4. CREA's mode of participation varied greatly at each of these conferences. At some, CREA set up exhibits, at others CREA staff made presentations, and at others CREA staff took part in negotiations and planning for future CREA activities. Mode of participation depended on the nature of the conference, but at all of them staff members supplied free handouts and descriptions of CREA whenever possible. In cases where CREA wanted to be on the program or set up an exhibit, CREA staff either contacted or was contacted by representatives of the organizations sponsoring conferences.

(DUPLICATE IF NECESSARY)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
C. Respond to needs of the Division of Continuing Education as they develop.	1. During FY 1978-1979, CREA staff have met with project monitor John Hatfield and other staff members from the New York State Division of Continuing Education on a monthly basis. These meetings have provided both organizations with an open channel of communication to share needs, ideas, and activities.	1. CREA staff members made arrangements with Division staff to meet in Albany on particular dates to discuss CREA operations.

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
D. Continue dissemination of results of selected N.Y. State 309 projects.	1. A flyer for the masters degree components in adult education at SUNY Albany was developed and distributed to 3200 educators of adults.	1. A flyer for a selected 309 project was developed by CREA and a copy sent to the project director and project monitor for written approval. When it was approved and returned to CREA, the flyer was printed and mailed.
	2. CREA produced "I Love New York: Innovations in Continuing Education," a summary of all New York State 310 projects and distributed copies to 3500 educators of adults.	2. The brochure for the 309 projects was developed by CREA and a copy sent to the project director and project monitor fo approval. When it was approved and returned to CREA, the brochure was printed and mailed. It was also distributed at conferences and meetings throughout the state.

(DUPLICATE IF NECESSARY)

PART I PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
E. Encourage linkages between CREA and adult education associations and adult education agencies.	1. During FY 1978-1979, CREA has developed CREA resource units located in offices of adult education agencies. Currently these centers are located at: Laubach Literacy - Syracuse, NY Cooperative Extension - Utica, NY Adult Basic Education - Syracuse, NY Onondaga BOCES - Syracuse, NY Community Hospital - Syracuse, NY The resource centers are designed so agency members can have direct and immediate access to a sample of resources from CREA. These resources are rotated on a regular basis.	1. CREA staff contacted and met with representatives from these agencies and prepared the establishement of the center in their respective offices. Upon agreeing to the idea, a CREA staff member took a sample of CREA resources and placed them in accessible sites within agency offices. Records of visitors and loans are kept the same way as in the main CREA office by the designated agency contact person. Resources are rotated among agencies on a bi-monthly basis.
	2. During FY 1978-1979, the Project Director hosted 2 luncheons for 25 university personnel, primarily library and ERIC staff who have contributed to the effectiveness and efficiency of CREA operations.	2. The Adult Education Area Chairperson contacted universit staff who had donated time and expertise to CREA, and invited them to luncheons at the faculty club.

(DUPLICATE IF NECESSARY)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
F. Develop and disseminate bibliographies for parenting, gerontology, handicapped, and Lifelong Learning.	1. Four bibliographies were produced and disseminated not, however; on the areas mentioned in the objectives. The four bibliographies which were developed were: A. Resources for Educators of Adults: Annotated Bibliography for the Education of Public Offenders: by Descriptive Subject Headings. B. Grantsmanship Bibliography C. Community Education Bibliography D. Educational Brokering Bibliography	1. A staff member with an interest and background in the four area compiled bibliographies using holdings in CREA, recommendations from professionals, other bibliographies, and other information sources such as ERIC and libraries. Once compiled they were typed, reproduced, and disseminated. The bibliography on the education of public offenders was produced for sale. The other three are free publications produced by CREA. In addition, all four bibliographies contained all CREA entries on the particular topic. The one on public offenders contained all ERIC and SU library titles on the topic. This was done so that individuals could gain wider access to resource materials.

(DUPLICATE IF NECESSARY)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
. Repeat and recycle information from previous newsletters and publications.	1. 7 of the 10 newsletters produced during FY 1978-1979 contained abstracts for materials printed in previous newsletters in addition to new acquisitions.	1, A staff member selected items for inclusion in the newsletter from previous newsletters based on: popularity and quality of items and whether or not they ha been annotated in the newsletter in which they first appeared.
	2. CREA produced two publications: Acquisition List: Clearinghouse Resources for Educators of Adults by Descriptive Subject Headings, and Newsletters: Clearinghouse Resources for Educators of Adults: January 1975-June 1978, which contained a list of all items in the Clearinghouse collection up to June 1978.	2. A staff member, using the master inventory list and abstract cards compiled the acquisition list, A staff member also compiled all past newsletters. These two documents were given to the project director for approval. When approved they were reproduced, bound, and made available for loan or sale from CREA.
	3. In addition, CREA produced a flyer on publications in its Professional Development Series, and a brochure which listed CREA services and publications available upon request.	3. A staff member using CREA resources and knowledge of CREA operations, developed a flyer and a brochure. These were given to the project director for approval. Upon approval they were reproduced and distributed.

(DUPLICATE IF NECESSARY)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
H. Visit other 309 projects to assist in the development of dissemination of project results.	1. The program director visited the Womanschool project and assisted them in preparing 3 workshops on women in administration.	1. The program director made arrangements to meet with representatives of the Womanschool to discuss workshop plans.
	2. The project director visited the EPSIS project and assisted them in disseminating information about the project through the development of an ERIC/EPSIS package which has been distributed to 3200 educators of adults.	2. The project director met with representatives from EPSIS to discuss development of the package and other dissemination methods. A staff member developed and prepared the package. When it was approved by the project director it was reproduced and distributed.

(DUPLICATE IF NECESSARY)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
I. Encourage and facilitate cooperation and coordination of adult education agencies; e.g. Metropolitan Committee on Adult Education.	1. CREA staff members have assisted in the organization and development of the Syracuse Metropolitan Committee on Adult and Continuing Education subcommittee on cable TV. The organization consists of representatives from a variety of community agencies and is designed to facilitate and develop adult and continuing educational programming for cable TV in Syracuse.	1. CREA staff members met with Mr. Jim Crowley, Educator and Training Director of Hutchings Psychiatric Center, to discuss his proposal for a committee on public access to cable television. From this meeting strategies were developed to bring this plan to function. The project director and Crowley were instrumental in forming a committee on cable T which is now in the process of developing plans for activitie and programs related to cable TV. The project director served as co-chairperson of the committee.
	2. CREA staff have engaged in meeting with the Metropolitan Committee on Adult and Continuing Education.	2. CREA staff have attended meetings with representatives from other adult and continuing education agencies. These meetings are designed to provide a forum for the exchange of ideas and project reports on adult and continuin education in Syracuse.
	3. CREA staff met with the training director of Community Youth Services to explore ways for CREA to assist in the training of staff.	3. The Project Director contacted the director of training to arrange a meeting.

(DUPLICATE IF NECESSARY)

PART I

PROGRESS REPORT FORM

Project Objectives	Achievements	Procedures
J. Develop and use other types of dissemination, e.g., microfiche.	1. During FY 1978-1979, CREA has loaned materials for showing on the public access channel of Syracuse Cable TV. All programs loaned to cable TV are preceded by a statement noting CREA's sponsorship of the program.	1. A staff member provides film and video-taped cassettes to cable TV on a weekly basis. Those materials are loaned to cable TV for a two week period in which they are shown on Syracuse Cable TV at least once. A promotional slide was developed which is inserted before and after the showing. The slide credits CREA for providing the shown item.
	2. CREA staff have developed a script for a slide-tape presentation of CREA.	2. A staff member prepared a script for a slide tape presentation of CREA. Slides were taken to accompany the script. Unfortunately, they did not turn out. There are plans to redo the slide pictures during the summer of 1979.
	3. CREA staff have developed labels for the front and side of folders holding CREA materials. These folders are made available at cost to educators of adults.	3. The project director contacted a media specialist from the Center for Instructional Development to develop CREA labels for the front and side of looseleaf binders used to hold CREA materials. Once the master was approved by the project director, a staff member made arrangements for reproduction. In addition, the staff member made arrangements to purchase 400 binders from the S.U. Bookstore. Labels were put on the binders and these binders were offered for sale at cost to participants at conferences during the spring of 1979.

(DUPLICATE IF NECESSARY)

To: CREA Staff

From: Alexander Charters

Re: CREA Internal Report - April

CREA related topics for April included:

1. During April there has been an unusual number of publications related to CREA. They have been ordered.
2. Acquisitions are now being cross-referenced under more than one Descriptive Subject Headings (That is, 2 or 3), in the Newsletter.
3. On April 3, Mr. Edward Gschwender was on the program of the upper Catskill Association of Continuing and Community Education at Cooperstown.
4. Displays were set-up at the New York State Parks and Recreation Association Conference at Allentown NY, April 22-25, and the Association of County Governments at Grossinger's (April 22-25)
5. Bibliographies have been compiled in Community Education, Brokering, and Grantsmanship. All materials and items listed are held by CREA and available for loan.
6. Professional Development Series #2 on ERIC/EPSIS has been printed and distributed.
7. The ERIC/EPSIS packet is available for dissemination.
8. Looseleaf books for CREA are available for sale by Syracuse University at $2.00 each. Labels for these binders have been developed.
9. Summary of Activity

REQUESTS:	204
LOANS:	144

To: CREA Staff

From: Alexander Charters

Re: CREA Internal Report - March

CREA related topics for March included:

1. About 30 publications have been given by Syracuse University to CREA. A substantial part of the items in CREA havt not been purchased by CREA but are made available to educators of adults.

2. CREA has set up several centers which function as sub-centers of CREA. Materials selected by a center are sent to it for "browsing" or loan to people in that agency. Included are centers ate: ABE, BOCES, Laubach Literacy.

3. An evaluation of the Federal Register Review is underway.

4, On March 29, a luncheon was held at the Faculty Center for those persons on campus who are affiliated with CREA.

5. CREA materials have been used by the new Cable TV studio in Syracuse. Involvement in other activities continues.

6. Federal Register Review No's 22, 23, and 24 have been issued. When space is available annotations of publications on grantsmanship are included in the Federal Register Review.

7. Newsletter No. 7 has been issued.

8. Summary of Activity -

REQUESTS:	222
LOANS:	157

To: CREA Staff

From: Alexander Charters

Re: CREA Internal Report - February

CREA related topics for February included:

1. A form has been developed to respond to requests. It indicates the way in which a request is handled, and includes a part indicating the usefulness of the material. It should encourage reactions to CREA, and the way in which it can be improved.

2. Mr. David Price and Mr. Edward Gschwender are the graduate assistants. Mr. Gschwender has been approved to work some additional hours until a new director is appointed.

3. Additional filing cabinets have been purchased. Newsletters, Periodicals, and program materials have been filed in them.

4. Federal Register Reviews No.'s 19, 20, and 21 have been issued.

5. Newsletter No. 5 provides information about the NYACCE conference.

6. Mr. Edward Gschwender made arrangements for a meeting sponsored by Literacy Volunteers and held in Room 202 on February 17, 1979.

7. Summary of Activity: February 1979

Requests:	134
Loans:	94

To: CREA Staff

From: Alexander Charters

Re: CREA Internal Report - January

CREA related topics for January included:

1. As a matter of policy, CREA now includes community education. Two Newsletters have had listings of community education publications. It is the intent to acquire all community education publications as part of CREA.

2. An alternate way of disseminating information about CREA is to work directly with Adult Education Agencies. Materials are loaned directly to an agency who in turn makes the materials known to members of their teaching and administrative staff. They may display them, make them available for reading, and for loan. Agencies are Laubach Literacy (Robert Laubach), Adult Basic Education (William Jacques), BOCES, (Robert Giambattista), and SUNY Agricultural and Technical College at Morrisville (Robert Butcher). In each case, the agency designates a person to work with a staff member of CREA.

3. Arrangements have been made with William Cieri, President of NYACCE, for CREA to have a CREA room at the Conference to be held at Grossinger's, April 29 - May 3, 1979. Materials will be displayed and available for use at the Conference or borrowed for use at home. Acquisition lists, Newsletters, Professional Development Series, Federal Register Review, special publications, and materials will be available and explained as appropriate by CREA personnel who will staff the CREA room.

4. A copy of "I Love New York - Innovations in Continuing Education" is being put in the envelope when materials are loaned from CREA. 1000 copies have been sent to the State Education Department.

5. Federal Register Review Numbers 16, 17, and 18 have been mailed. CREA Newsletter #5 has also been mailed to 2,500 persons now on the CREA mailing list.

6. The criteria and procedure for ordering has been stated, and is available for staff use.

7. Work-study students have been hired to up-date mailing lists, mailing of requested items, and other work.

8. CREA is being staffed by at least one person from 8:30 - 5:00 pm weekdays.

9. Summary of Activity: January 1979

Requests:	259
Loans:	55

To: CREA Staff

From: Alexander Charters

Re: CREA Internal Report - December

CREA related topics for December included:

1. Mr. Donald Holmwood resigned his position to accept one at Erie County Community College. Obviously he will be missed. We wish him well in his new position.
2. Dr. Alexander N. Charters met with Mr. Harvey Johnson and Mr. John Hatfield in Albany on December 28, 1978.
3. Plans and procedures are being developed for the position of Program Director.
4. Mr. Dilnawaz Siddiqui is planning to go to Africa to gather material for his dissertation. He will be working at CREA until the end of January, 1979.
5. All projects in the Division of Continuing Education have been cut by 10% for the year. Accordingly, it will be necessary to make the total in the remainder of the year.
6. Four issues of the Federal Register Review (Numbers 12 - 15) were sent by First Class Mail to about 135 persons.
7. One newsletter (Vol. IV, #4 - Dec.) was mailed to 4500 persons on the CREA mailing list. The materials advertised in the newsletter dealt primarily with resources available on Community Education.
8. Summary of Activity: Dec. 1978

Requests	173
Loans	70

To: CREA Staff

From: Alexander N. Charters
Donald P. Holmwood

Re: CREA Internal Report - November

CREA related topics for November included:

1. Alexander Charters attended the annual conference of the Association for Continuing Higher Education, held in Dallas, Texas from Nov. 6-8.

2. Vol.4 Number 3 of the CREA Newsletter was developed and sent to about 4,200 persons on the mailing list.

3. Orders were written for 6 items for the month.

4. It was decided that the purchase price of an item will be put on the title card in addition to the initials N.Y.S. (New York State) for those items purchased with CREA funds. Donated items will carry no indication.

5. Donald Holmwood, Dilnawaz Siddiqui, and Edward Gschwender assisted in the production of the second workshop developed by the Womanschool. This workshop was held on Friday, November 10, at University College.

6. On Nov. 15, Donald Holmwood assisted in the third and final workshop in the series held by the Womanschool Adult Education Center of New York City. It will be the responsibility of the workshop Director, Dr. Doris Moss, to develop a"package" workshop that can be disseminated. The dissemination will be CREA's responsibility.

7. Donald Holmwood and Ed Gschwender worked on a publication entitled "I Love New York's - Innovative Programs in Continuing Education." This publication will have half tones and will be printed in two colors. It will be distributed by the N.Y. State Division of Continuing Education and by CREA.

8. Summary of Activity.

	Oct.	Nov.
Requests	72	325
Items Loaned	58	217

To: CREA Staff

From: Alexander N. Charters
Donald P. Holmwood

Re: CREA Internal Report - October

CREA related topics for October included:

1. Alexander Charters and Donald Holmwood met with John Hatfield and Ted Turone in Albany On Oct. 3 to discuss the CREA project.

2. Alexander Charters attended the NAPCAE - AEA annual conference in Portland, Oregon, from Oct. 16-20.

3. A "report" luncheon attended by 19 individuals from various University departments was held in the Faculty Center on Oct. 10. The purpose of the luncheon was to explain recent developments in the CREA project, and to show CREA's relationship to various offices within the University.

4. Donald Holmwood assisted with the development of a one-day workshop held in Buffalo on Oct. 26 by the Womanschool Adult Education Center of New York City. The purpose of the workshop was to help women administrators acquire new skills with which to develop effective management strategies and techniques. This was the first of three workshops. The other locations will be Nov. 10 in Syracuse, and Nov. 15 in New York City.

5. Two issues of the Federal Register, Numbers 10 and 11, were sent by First Class mail to about 135 persons.

6. Two newsletters (Vol IV #1-Sept.; and Vol IV #2-Oct.), were mailed to about 4200 persons on the CREA mailing list. The October edition was the same as an earlier newsletter mailed in Dec. 1977. The purpose of the duplication was to determine if the response would be as great or greater than last year.

7. Donald Holmwood edited the September/October issue of the NYACCE newsletter and mailed approximately 700 copies to members and other identified educators.

8. Summary of Activity.

	Sept.	Oct.
Requests	46	72
Items Loaned	35	58

To: CREA Staff

From: Alexander N. Charters
Donald P. Holmwood

Re: CREA Internal Report - August

CREA related topics for August included:

1. Publication of Federal Register Review Vol. II, Numbers 3 and 4.

2. Publication of Newsletter - Professional Development Series #1.

3. Donald Holmwood and Alexander Charters met in Albany August 4th with John Hatfield, Associate in Adult Education and monitor of the project.

4. Borrowers of materials are to be informed that they are responsible for seeing that items are returned to CREA - cost of items stated in follow-up letter.

5. Alexander Charters talked with Mr. William Cieri, President of NYACCE about ways CREA could help NYACCE, e.g. prepare annotated bibliography on conference theme and set up resource center for study at annual conference materials during year.

6. Title and author cards to be filed in catalogue when item is ordered. Cards will be tagged and tag removed when item is received.

To: CREA Staff

From: Alexander N. Charters
Donald P. Holmwood

Re: CREA Internal Report - July

CREA related topics for July included:

1. Grant of $75,000.00 from the Division of Continuing Education for 1978-79 in effect for the 4th year.

2. Professional Development Series #1 published. Ten copies of each of the 21 publications available for borrowing.

3. Orders placed to replace books not returned or lost.

4. Alexander Charters met with Mr. Edward Hayes, Training Director of Community Youth Services to explore ways for CREA to assist in training of staff.

5. Donald Holmwood, Burton Sisco, Margaret Hinton, and Alexander Charters attend meeting of Metropolitan Syracuse Committee on Adult Education.

6. Books and other materials being ordered under new grant.

7. Publication of Federal Register Review, Vol. II, Numbers 1 and 2.

8. Alice Smith, Burton Sisco, Margaret Hinton, Rachel San-Miguel, and Dilnawaz Siddiqui are working part-time.

9. Summary of Activity:

	1975	1976	1977
Requests	100	445	762
Items Loaned	450	1438	2642

S52

The Formative Evaluation of the Clearinghouse Resources for Educators of Adults

by Rachel MC. San Miguel

ACKNOWLEDGEMENT

The writer deeply acknowledges the following people for their contributions on the formative evaluation of the Clearinghouse-Resources for Educators of Adults.

Donald Holmwood, Program Director - for the consent and approval of this project. Additionally he was very helpful in the design of this evaluation and the coordination of the project with the Bureau of Continuing Education, New York State Education Department.

Dr. Alexander N. Charters, Project Director - for his comments and final input on the questionnaire.

Dr. Dennis Gooler, my professor in this course, for his comments and suggestions on the survey questionnaire content and sampling.

D. Siddiqui, my colleague, for helping in the initial stage of the survey questionnaire and for the editing.

and,

To Kathy Layton, for patiently typing the questionnaire drafts through the final stage.

R. San Miguel

Rachel.M.L. San Miquel

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THE FORMATIVE EVALUATION OF THE CLEARINGHOUSE-RESOURCES FOR EDUCATORS OF ADULTS

The general goal of evaluation is to ascertain the worth of something. The evaluator during the process of evaluation may help clarify issues, decide what data to gather and determine how to report the evaluation. Yet the final conclusion or judgment is left to the desicion makers. (Grotesleuchen, Gooler, Knox, et al, 1974)

Evaluation is an essential part of intelligent decision making. Everyone involved in a program needs to know whether that program is reaching its goals- and how to improve it, if it is not. Are the administrators-reaching their goals ? Are the project administrators contributing to the progress of the project ? Are the funders getting what they paid for ? Are the clients for which the project is intended getting what they should ? If so, how useful and how relevant are these to their needs ? The people who need to answer these questions are the clients.

THE PURPOSE

It is the purpose of this paper to describe the formative evaluation of the Clearinghouse-Resources for Educators of Adults (CREA) at Syracuse University. The main concern of this evaluation is (1) to assess the value and usefulness of the CREA's services, and (2) to seek ways and means of improving its services through suggestions from the very people who are availing themselves of this services : its clients-the educators of adults.

The presentation of this paper will consist of three sections:

1. Brief description of the CREA
2. Methods and Procedure:
    A. Access to the CREA records and files : Summary of activities -
        i. The number of individuals requesting items for the year 1976-77 and 1977-78.
        ii. Total number of items requested for the year 1976-77 and 1977-78.
    B. The Survey
        i. The construction of the survey questionnaire and rating scales.
        ii. Sampling and mailing
        iii. Tabulation of response
        iv. Analysis of data
3. Results
    i. Comparative graphic presentation of : 1976-77 and 1977-78 number of individuals requesting items, and 1976-77 and 1977-78 number of items requested.
    ii. Survey results.

THE CLEARINGHOUSE-RESOURCES FOR EDUCATORS OF ADULTS

BACKGROUND

The Clearinghouse - Resources for Educators of Adults (CREA) is a state-wide project operating under section 309 of the Adult Education Act, P. L. 91-230.

It started operating in November 1975. It is designed to be useful to the adult education administrator, teacher, counselor and to other persons involved in the education of adults, by providing easy access to resources specifically selected for the enhancement of their professional growth.

Print and non-print materials are identified, acquired, and information concerning these materials is disseminated to New York educators of adults.

TYPE OF MATERIALS ACQUIRED

The materials represent a sizeable amount of print and non-prints. The non-print resources include audio-tapes, vidoe-taped, 16mm films, records and filmstrips whereas the print items are mainly books, monographs and a variety of newsletters. Some other 309 project reports have also been added to the collection.

The materials cover a wide range of topics such as administration, supervision, ABE programs, ESL, adult reading, adult counseling, learning theories, program development and instruction, evaluation, community education, foundations of education.

LOAN PROCEDURES

The materials are loaned only to the New York State educators of adults and are to be returned to the clearinghouse within two weeks after receiving them.

Each newsletter includes a coupon listing the call numbers of those materials printed in that issue. One may use this coupon, write a letter, or telephone to request any item. By and large, the requests are filled the same day they are received unless extra copies of the requested items are not available.

The collection is housed in 224 Huntinghon Hall, School of Education At Syracuse University. Visitors are welcome Monday through Friday from 9 a.m. and to 4:30 p.m..

NUMBER OF ITEMS

New York educators of adults are welcome to borrow as often as they wish but not to exceed five items per request. At present the CREA has acquired more than 1300 items of printand non-print materials.

OTHER SERVICES

Newsletters are sent on at least a monthly basis. Interested parties not included in the mailing list can call by phone or write and submit their names to the CREA to receive future issues.

The Clearinghouse also disseminates information about various projects sponsored by the Division of Continuing Education, New York State Education Department.

SPONSOR

Funds for the operation of the Clearninghouse are received from the Division of Continuing Education, New York State Education Department, under section 309 of the Adult Education Act.

ACCESS TO THE CREA RECORDS AND FILE

SUMMARY OF ACTIVITIES

Access to the CREA file of summary of activities was gathered through its records. These records were totaled daily and then summed monthly by the secretary who is incharge of recording and mailing. The summary of activities contained three sections :

1. Individual requests.
2. Items requested
3. (a) Items set the day requested, (b) Items not seht day day requested, and (c) backlog on reserve at the end of the month.

A comparative study of the two-year existence of the CREA was made on the first sections. This was facilitated by a graphic presentation to show the vivid protrayal of the CREA monthly activites. The graphical picture of these activities is intended to show the following :

1. How many people have availed themselves of the CREA's two-year operation ? Was there an increase or decrease ?
2. How many items were borrowed of the more than 1,300 items which CREA had now acquired ?
3. How many items requested were still on reserve? This is represented as "backlog" as the items were not available

because they were out. What is the implication of this backlog in the CREA's operation ?

THE SURVEY

THE CONSTRUCTION OF THE QUESTIONNAIRE

The heart of any survey is the questionnaire. Questioning, Payne (1971) bluntly says . . . is an art. With his cues in the " Art of Questioning" the wording of the questions was adapted to the lowest level. Questions were made specific, no slang was used nor double-meaning words. All questions were brief and contained only simple words.

To be able to cover a wider geographical area and representative population, a survey through a mail questionnaire was made. To find out the value and usefulness of the CREA's resources, the questionnaire used both structured and open-ended or free-response questions.

As this paper will partly be used for the ITE 731, Techniques of of Educational Evaluation course, the consent of the Program Director, Donald Holmwood was sought. With his approval, the concerns of the evaluation were outlined. The building of the questionnaire begun. There were three revisions during the process of its writing. The first draft was mailed on March 22, 1978 to the Division of Continuing Education, New York State

Education Department, which is the sponsor of the project. This was mailed for their comments and approval.

Revisions were made again from Albany's comments. After this the advice of Dr. Gooler was solicited. Graciously, the questionnaire was made more concise. Again a draft was typed. This was presented to Dr. Charters, the project director for comments and approval. With his final input, the final draft was sent to the printer.

The 5% initial target population was raised to 10% as advised by Dr. Gooler. To be able to attain this 10% expectation, the survey was mailed to 441 people that represented 20% of the CREA's mailing list. in the State of New York. These were all mailed March 31, 1978.

THE QUESTION'S RATIONALE

The questions were constructed with the following rationale.

Question No. 1

A filter question, answerable by "yes" and "no", was set to determine whether the respondent qualifies to answer the succeeding questions, and also to find out if the CREA newsletters are reaching them.

Question No. 2

A structured question, was set to determine to what extent are resources published in the newsletters relevant to the needs of the educators of adults. The degree of frequency was indicated by checking a scaled response of :

__________ Very relevant

__________ Of some relevance

__________ Of little relevance

__________ Of no relevance

Question No. 3

A "sleeper" question, it was set to elicit their reason--to question No. 2, if they find the resources, "Of little relevance" and "Of no relevance". This was followed by an open-ended response to give the respondents freedom to say more about their reason.

Question No. 4.

This was set to determine how often clients borrowed the items. The degree of frequency was indicated by four scaled responses.

__________ Often

__________ Sometines

__________ Seldom

__________ Never

Question No. 5

This question was framed to assess the usefulness of the items or materials borrowed. The measurement of usefulness was placed on a four scaled responses :

__________ Very useful

__________ Of moderate use

__________ Of little use

__________ Of no use

Question No. 6

This question was developed to determine whether personal recommendations or word-of-mouth, contributed to the increase of CREA's mailing list.

Question No. 7

An open-ended question, respondents were asked for suggestions for the improvement of the CREA's role in assisting in the professional development of educators of adults.

SAMPLING AND MAILING

The representative sampling was gathered from the more than 2,300 individuals contained in the CREA mailing list.

The CREA mailing list is prepared according to the New York Zip Code. Stratified sampling was achieved by mailing the survey to every fifth person on the mailing list. If thefifth name fell on a non-person address, e.g. schools or library, the sixth person person wastaken. The sixth person was counted again as number one. This was done to attain consistency in the counting. The total survey was mailed to 441 individuals with an enclosed paid envelope. This number represented 20% of the adult educators of the State of New York on the CREA mailing list.

TABULATION OF RESPONSE

The total sum of each response will be tabulated and expressed in percentage. Answers to open-ended questions will be analyszed and placed in a model if similarities exist. Otherwise it will be reported as it was written.

ANALYSIS OF DATA

The result of the analysis of data will be expressed in simple layman's language. Numbers will be expressed in percentage. This will be presented in a form of a poster.

RESULTS OF THE COMPARATIVE STUDY OF THE CREA

TWO-YEAR EXISTENCE

1976-77 and 1977-78

The comparison was made only for nine months : July to March 1976-77 and July to March 1977-78. The reason for this was, data that can be gathered for the year 1977-78 was only up to March.

The data compared were taken from the "SUMMARY OF ACTIVITIES" .

A. Numbers of individuals requesting items :
Year 1977-78 and Year 1976-77

B. Number of items requested :
Year 1977-78 and Year 1976-77

The comparative graphical picture of the CREA summary of activities shows the following :

A. INDIVIDUALS REQUESTING ITEMS

DATA :
529 people requested items,1977-78
319 people requested items, 1976-77
210 the difference that represented the 66 % increase over the year 1976-77

FINDINGS : AN INCREASE OF 66 % OR 210 MORE PEOPLE BORROWED MATERIALS IN 1977-78 PERIOD THAN IN THE PREVIOUS YEAR.

B. NUMBERS OF ITEMS REQUESTED

DATA:	1,905	items /materials were borrowed in 1977-78
	967	items/materials were borrowed in 1976-77
	938	difference represented an increase of 97 % more items were borrowed in 1977-78 than in the previous year

FINDINGS: AN INCREASE OF 97% OR 938 MORE ITEMS WERE BORROWED IN 1977-78 PERIOD THAN IN 1976-77

A comparison was also made on the average number of items borrowed per person.

FINDINGS:

1. AVERAGE ITEM BORROWED YEAR 1977-78 REVEALS 3.6 % ITEMS WERE BORROWED PER PERSON. ROUNDING THIS, WOULD MEAN :

   ALMOST 4 ITEMS WERE BORROWED PER PERSON -1977-78

2. AVERAGE ITEMS BORROWED YEAR 1976-77 REVEALS 3.03% ITEMS WERE BORROWED , OR

   3 ITEMS WERE BORROWED PER PERSON-1976-77

C. BACKLOG

The backlog of items on reserve began last January, 1977. Lending on a first-come-first-served basis, items were loaned to those who requested them ahead of others. Items that were most borrowed as reflected on the "reserve list", were ordered from the publishing company. The arrival of the ordered items took some time, just as the mailing and the returning of items from those who requested them.

This is the result on the increase of backlog up to March 1978, of which the CREA summary of activities reflected 387 items.

IMPLICATIONS:

That the CREA is really reaching its clients: the educators of adults, which totals almost 2,300 people. Because of this, additional allotment should be given to the buying of items that the educator of adults find useful and relevant to their needs. This will give the CREA the flexibility to buy items as they felt the need, thus serving its very purpose and existence.

THE IMPACT OF THE CLEARINGHOUSE-RESOURCES FOR EDUCATORS OF ADULTS

SUMMARY OF ACTIVITIES

FINDINGS:

- 66 % INCREASE OR 210 MORE PEOPLE BORROWED MATERIALS FROM CREA IN 1977-78 THAN IN 1976-77

- 97 % INCREASE OR 938 MORE ITEMS WERE BORROWED IN 1977-78 THAN IN 1976-77

- AVERAGE NUMBER OF MATERIALS BORROWED PER INDIVIDUAL

    - ONE PERSON BORROWED ALMOST 4 ITEMS AT A IN 1977-1978

    - ONE PERSON BORROWED 3 ITEMS AT A TIME IN 1976-77

IMPLICATIONS:

The three findings based from the "Summary of Activities" reflects significantly the impact of the CREA 's services to the educators of adults in New York State.

THE SURVEY QUESTIONNAIRE RESULTS

The resultsof the survey :

TOTAL QUESTIONNAIRE MAILED : 441 (mailed March 31,1978)

TOTAL RETURNS : 106 (As of April 20, 1978)

Findings will be described according to the flow of the questions. The sum of the tabulated response on each questions will be expressed in percentage.

* DO YOU RECEIVE THE CREA MONTHLY NEWSLETTER ?

91.5 % answered YES

7.5 % answered NO

1. % - Q.N.A. (Question Not Answered) Did not Answer the question.

* TO WHAT EXTENT ARE THE CREA RESOURCES PRULBLISHED IN THE NEWSLETTER RELEVANT TO YOUR NEEDS ?

34.9 % answered VERY RELEVANT

49. % answered OF SOME RELEVANCE

5.6 % answered OF LITTLE RELEVANCE

0 answered OF NO RELEVANCE

10.5 % Q.N.A.

* IF THE RESOURCES ARE OF " LITTLE OR NO RELEVANCE" TO YOU, PLEASE INDICATE THE REASONS BELOW:

Six people specified their reasons.

03 indicated ITEMS ARE TOO GENERAL

3 indicated the following :

1. Adult portion of our program very limited.
2. Not written in understandable language
3. Materials I need can be obtained from other sources.

* HOW OFTEN DO YOU BORROW BOOKS AND OTHER MATERIALS ?

11.3 % - answered OFTEN

51.9 % answered SOMETIMES

18.9 % answered SELDOM

9.4 % answered NEVER

8.5 % Q.N.A.

* HOW USEFUL HAVE YOU GENERALLY FOUND THE MATERIALS ?

51. % answered VERY USEFUL

24.5 % answered OF MODERATE USE

3.8 % answered OF LITTLE USE

2.8 % answered OF NO USE

17.9 % Q.N.A.

* DO YOU RECOMMEND TO YOUR COLLEAGUES THAT THEY BORROW CREA MATERIALS ?

84. % answered YES

10.4 % answered NO

10.4 % Q.N.A.

* WHAT SUGGESTIONS CAN YOU GIVE TO IMPROVE CREA'S SERVICES TO ADULT EDUCATORS ?

Suggestions were categorized according to the following models :

SUGGESTIONS :

1. IMPROVEMENT IN GENERAL
2. LONGER PERIOD OF BORROWING
3. SPECIAL LISTINGS
4. ANNOTATIONS, SYNOPSIS
5. BIBLIOGRAPHY, INDEX
6. FAVORABLE COMMENTS

1. IMPROVEMENT IN GENERAL

a. Have coordinators, etc. borrow and circulate materials themselves thereby expanding these firsthand knowledge of your offereings.

b. Update mailing list

c. Let us know what other schools are doing.

d. Expand areas a bit - less emphasis of ABE

e. The addition of more audio-visual presentation

f. Check mailing lists.

g. Delete outdated materials

h. Simplify language

i. Compile a simple step-by-step compendiom of grants and how to get. them.

j. Format should be changed for better understanding and readership

k. Letting us know when we can expect the materials so that we can plan to use them properly.

l. Duplicate materials for distribution free or otherwise for your users, rather then lending.

m. Publish a list of most popular materials by using stars as guide.

n. More emphasis on credit-free programs.

o. Check with local programs and provide an inservice workshop

p. More on literacy for adults who are learning ESL.

2. LONGER PERIOD OF BORROWING

a. Letting materials out for a longer period of time. (three weeks)

b. Extend limits of borrowing beyond policy of two weeks.

c. Longer time to hold materials. We are all busy people.

d. A provision for extended use of related items. e.g. An allotment of 5 extended use privilege per year.

e. Extend borrowing period to 4 weeks to allow sufficient time for reading and re-mailing.

3. SPECIAL LISTINGS

a. Print supplements that contain the listings under special categories.

b. A definite division between TESOL, ABE, testing devices and administrative helps.

c. A more comprehensive list

4. ANNOTATIONS, SYNOPSIS

a. A little synopsis on new listings, so that we know a little more about what we're asking.

b. More detailed description of the items available for lending.

c. Annotate the bibliography

d. Describe items more fully in the catalog.

5. BIBLIOGRAPHY, INDEX

a. Perhaps an index produced annually would be of greater use, since the newsletter could be easily misplaced.

b. A bibliography or listings of all available publications.

c. A comprehensive brochure would be helpful.

6. FAVORABLE COMMENTS

a. Continue the service

b. You seem well organized.

c. Services to date have been excellent.

d. Individuals working with the CREA have been extremely cooperative and it is a useful resource.

e. Fine service, lack of use is my fault.

f. Keep up with the good work.

g. It is a valuable service.

h. Very satisfied.

i. Continue to send.

IMPLICATIONS

The responses from the returns of the survey in assessing the value and usefulness of the CREA services and ways and means of improving its services have significantly revealed the following implications :

1. That 91.5 % of the CREA newsletter are really being received by its clients.

2. The 34.9 % who answered "VERY RELEVANT", and 49 % who answered " OF SOME RELEVANCE", or a total of 83.9 %, significantly reflect that the CREA's resources are relevant to the needs of the educators of adults.

   . The reasons of the three people who specified " ITEMS ARE TOO GENERAL", is not very significant, nor the three others who specified their other reasons.

3. The 63.2 % borrowers which represented, 11.3 % "OFTEN" and 51. % "SOMETIMES", significantly shows that the people really are availing of the CREA's services.

4. The usefulness of the CREA materials is significantly reflected by the 51. % who found it "VERY USEFUL", and 24.5 %, who found it " OF MODERATE USE", totalling to 79.5 %, is very significant.

5. The results of the 84 % answering "YES", "That they recommend to their colleagues that they borrow CREA materials", significantly attest that the people who are using CREA materials really found it useful enough to recommend to somebody else.

SUGGESTIONS:

a. The suggestions for CREA's imporvement of its services were practical things that CREA can easily do, except on "duplicating of materials for free, rather than lending." Some respondents are ignorant of the copyright laws and their response is clearly impractical.

b. The favorable comments were very rewarding, as the clients look upon CREA as a service that should continue for its excellent service for the professional development of the educators of adults.

CONCLUSIONS

The results of this formative evaluation positively reflects the impact of CREA's services in disseminating resources for the enhancement of the professional development of educators of adults.

This is significantly reflected on the 66. % increase of individuals requesting items on its second year of its existence, and the 97 % increase of items borrowed in 1977-78, than in 1976-77.

The survey returns also concluded this as based from the following :

1. 91.5 % are receiving the CREA monthly newsletters.
2. 83.9 % found the CREA resources VERY RELEVANT and OF SOME RELEVANCE.
3. 62.2 % of the CREA's clients are availing of its services..
4. 79.5 % found CREA's resources useful.
5. 84. % got out of their way to recommend it to their colleagues.

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Backstrom, Charles H., et al. Survey Research, Northwestern University Press, 1963

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CREA FLYER

CREA

Clearinghouse-Resources for Educators of Adults

SYRACUSE UNIVERSITY

Supported by the Division of Continuing Education
New York State Education Department

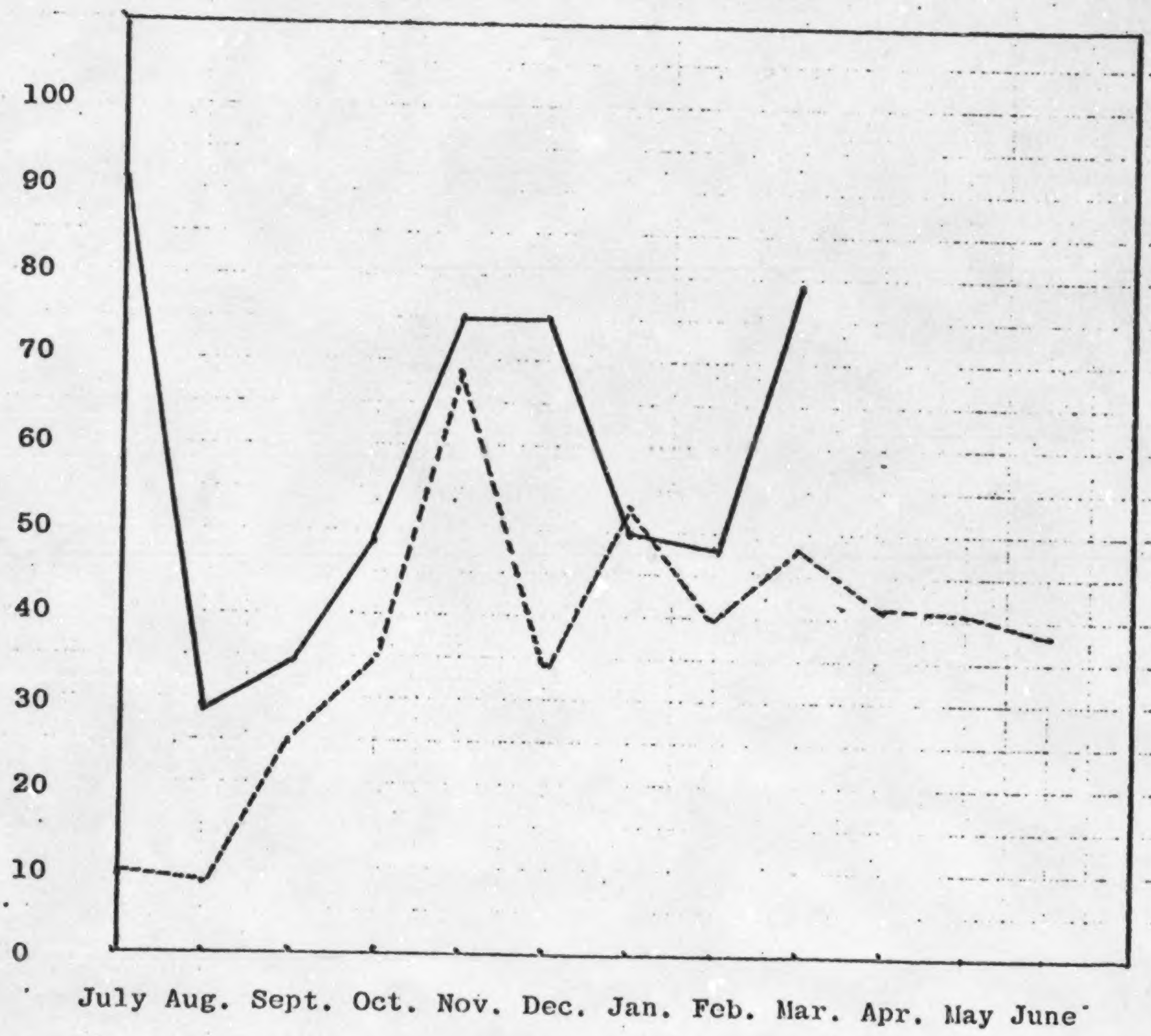
CLEARINGHOUSE

RESOURCES FOR EDUCATORS OF ADULTS
SUMMARY OF ACTIVITIES

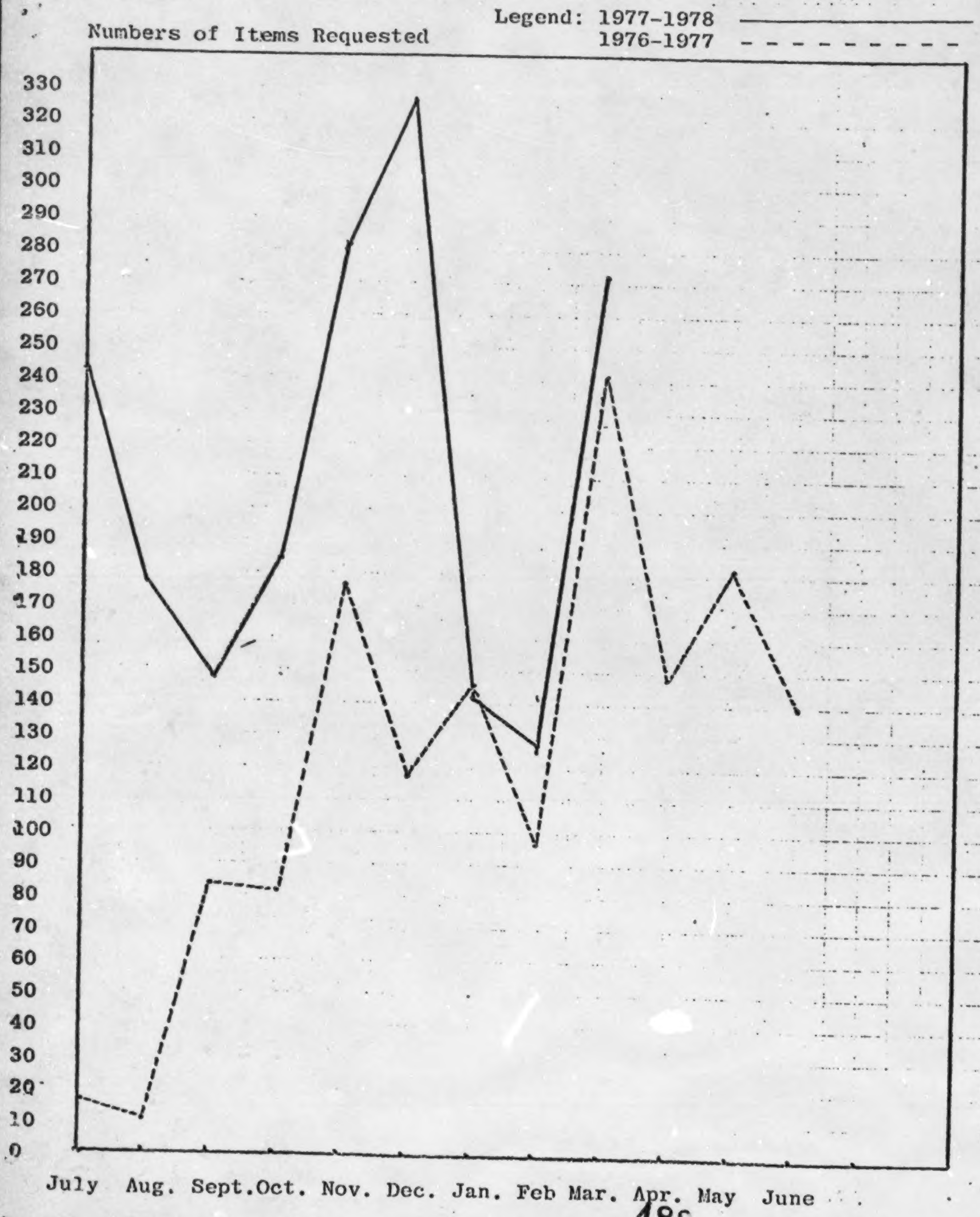
Number of Individuals Requesting for Items

Legend : 1977-1978 ————————

1976-1977 – – – – – – – – – – – – –



CLEARINGHOUSE
RESOURCES FOR EDUCATORS OF ADULTS
SUMMARY OF ACTIVITIES



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CLEARINGHOUSE

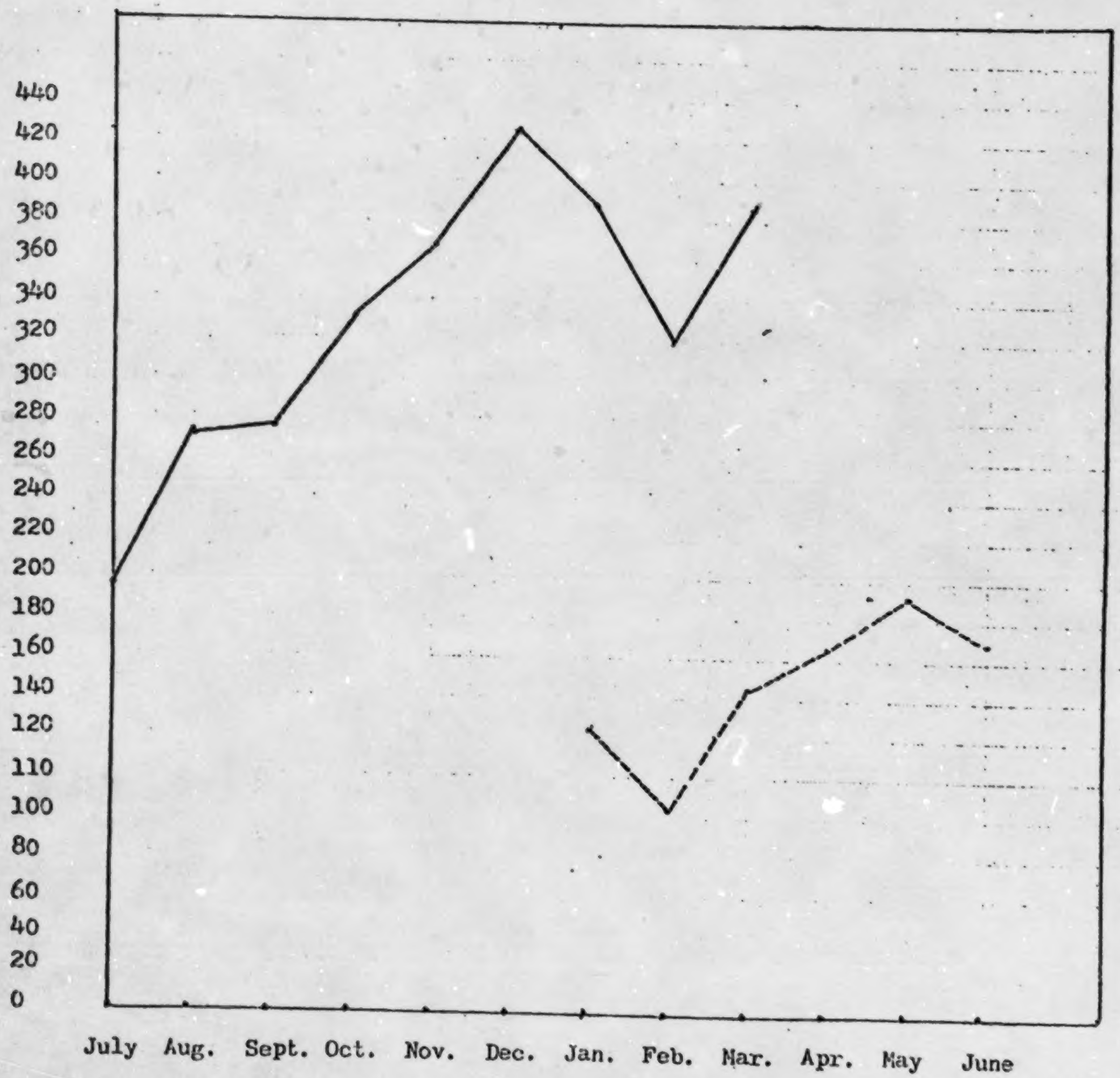
RESOURCES FOR EDUCATORS OF ADULTS

SUMMARY OF ACTIVITES

Backlog on Reserve at the End of Month.

Legend : 1977 - 1978 ————————————

1976-- 1977 - - - - - - - - - - -



Evaluation Report on the Inventory Conducted by the Clearinghouse of Resources for Educators of Adults Collection

Alexander Charters
Ed Gehwender
David Price

PROBLEM STATEMENT: The Clearinghouse of Resources for Educators of Adults (CREA), is a federally funded project under section 309 of the Adult Education Act. Since its inception in Nobember of 1975, a number of items have been acquired and loaned by CREA to New York State Educators of Adults. During its three years of operation, no comprehensive inventory had been undertaken to ascertain the status of items in the collection. In June, 1979, it was decided that CREA should make a complete inventory of its holdings and scope of its operation had grown to the extent that a clear need existed to undertake such an action.

QUESTIONS: In meetings among CREA staff members, Dr. Alexander Charters, Mr. Edward Gshwender, and Mr. David Price discussed the types of information to be obtained from such an inventory. It was decided to gather information to answer the following questions:

1) What is the CREA number of an item? Each item entered into the collection is assigned a CREA number. The first step in the inventory was to make sure every item was assigned a number.

2. How many copies of each item is CREA recorded as having? As items are acquired they are logged into a master list which contains the CREA number, the number of copies of the items acquired, the number of parts to an item, and its source of origin (e.g., gift, publishing house, etc.).

3. How many items does CREA actually have? Over the years, items have been loaned and not returned or lost in the mail. The attempt here was to determine how many items CREA actually had.

4. Where did the item come from? Items were provided to CREA from a variety of sources: purchase, State Education Dept. and personal gifts. The inventory would attempt to determine where items actually came from.

5. Is the item print or non-print? The answer to this questions would enable CREA staff to determine the number of items in both categories.

6. How many times was the item loaned? Answers to this questions would enable CREA staff to determine the types of items used and the topics of interest most wanted by CREA users.

7. How were the loaned items rated? An evaluation sheet was included with each item loaned. Borrowers were asked to rate the items used according to a rating scale of: little value, moderate value, very valuable. Information provided in this category would enable CREA staff members to determine the usefulness of items to practitioners.

8. Are the items annotated? Each item which is entered into the CREA collection is supposed to be annotated. The annotation card contains a bibliographical reference, the CREA number, 1 to 3 Descriptive Subject Headings and an annotation. Over the years, some annotations were never done or lost. The information provided in answer to this question would enable staff to identify which items need to be re-annotated.

INSTRUMENTATION: An inventory sheet was designed by project staff to use for record keeping. It was designed so information could be quickly entered and laid out in a sequence which corresponded to the progression of records the investigators had to go through to obtain information.

METHODOLOGY: In order to gather information on all the questions raised, it was necessary to review a number of different CREA record keeping systems as well as the actual collection. The record keeping systems included:

1. the acquisition book in which all items acquired by CREA are entered according to CREA number, author, title, publisher, and number of items acquired;
2. the annotation file in which all annotation cards are placed;
3. the title-author card file in which the source of origin of an item is noted according to NYS purchase, NYS gift, or gift from another source;
4. the items on loan file which contains cards on items currently on loan; and
5. the loan file which contains cards on items which are not currently on loan.

As each item was identified beginning with CREA's 1st acquisition, the researchers used the following procedure:

1. One researcher would review the acquisition list and annotation file to determine: the assigned CREA number, the number of copies and/or parts the item had, if print or non-print, and if an annotation card had been completed. This information is then entered on the inventory sheet.
2. At the same time, another researcher would review the collection to see if the item(s) were actually there. If not, the researcher would then review the current loan file, to determine if the item was on loan. If it was not, the item would be noted as missing.
3. After reviewing the current loan file, the researcher would tally the number of times an item was loaned. These figures were then entered on the inventory sheet.

4. Upon completion of this process, the one researcher reviewed the title-author card file to determine the item's source of origin. The other researcher reviewed the loan evaluation forms to determine user satisfaction with a loaned item. The date was entered on the inventory form.

RESULTS:

1. There are 1561 separately titled print and non-print items in the CREA collection. Of these, 1447 are print and 114 are non-print items. This figure does not, however, reflect the total number of items in the collection because many of the CREA numbered titles have multiple copies and/or more than one part.

2. There are supposed to be a total of 3259 print and non-print items in CREA. This figure includes all multiple copies and multiple part items. It was found that 433 of the 3259 items were missing.

3. Of the 1561 separately titled items in the collection, 544 are multiple copies and/or multiple part items items ranging from as little as two multiple copies or two parts up to 27 copies of one item.

4. Of the 3259 items in the collection,   have been purchased with grant funds,   have been provided as gifts from the New York State Department of Education, and   have been provided on loan from units of Syracuse University and individuals including Dr. Alexander Charters and Dr. Tobias.

5. According to the records, the items in the collection were loaned a total of 4,163 times during CREA's existence. The researchers consider this figure to be low because a number of loan cards were missing and because the researchers questions whether or not records have been kept accurately.

6. Only 409 of all the loan evauation sheets were answered. 57 stated that the books they borrowed were of little value, 183 of moderate value, and 169 very valuable. These figures are, however, misleading because:

   many of the items evaluated were evaluated by only only one or two respondents. Thus, it is difficult to judge the worth of an item, because needs are subjective variables--at one time a piece of material might not fulfill a need for information and be considered of little value. At other times, the same item might answer the needs of a borrower and be considered very valuable.

7. In examining the annotation file, it was found that 538 annotation cards were missing and 800 need revision.

CONCLUSIONS: The striking finding of the study is the need for better control on CREA's record keeping system. In all areas, there is a need to maintain better and more organized records. The concluding section will detail the actions taken to date concerning CREA's record keeping.

The numbers recorded, such as they are, do indicate the need for a statewide clearinghouse. The user loan records, while incomplete, do indicate wide usage among educators of adults in the New York State and justify the continued existence of a Clearinghouse of Resources for Educators of Adults.

ACTION TAKEN IN RESPONSE TO EVALUATION: Upon completion of the sduay, CREA staff met to analyze the findings. It was clear that more accurate record keeping is a clear need and that a policy regarding record keeping needed to be developed.

1. When an item is acquired by CREA, it will be processed into the c collection as follows:

    a) The secretary will assign the item a CREA number.

    b) The item will be recorded on the master acquisition list. Included in the entry will be: The CREA number, author, title, publisher, the number of parts and/or copies of the item.

    c) The secretary will then make out title and author cards for the title-author card file. On the author card, the secretary will indicate the source of origin of the item. If the item is purchased, the secretary will also list the price of the item. If the item is a gift, the secretary will list from whom the item came.

    d) The secretary will also fill out a master loan care with the CREA number and bibliographical reference. This card will then be placed in the loan file.

    e) Upon completion of these operations, the secretary will give the item to a CREA staff member who will complete an annotation card. The card will include the CREA number, a bibliographic reference, one to three Descriptive Subject Headings, the type of material the item is, and an annotation. The card will then be placedon the master annotation file.

2. All items in the collection which do not have annotation are being annotated.

3. All items in the collection which need revision are being revised.

4. All individuals who have overdue loans are being contacted to determine if they still have the item or if it is missing.

5. If items are missing and there are no multiple copoes, these items are being reordered.

6. When an item is requested for loan, the following procedure will be used:

   a) The items requested are logged into a loan request folder.

   b) If items are not available, the requestors name is entered on a waiting list for the specific item requested.

   c) If the item is available, the person's name is entered on the loan card, the return date stamped next to the name and placed on the current loan file. The item is then mailed. Included in the mailing is an evaluation form, the return date, and a reminder to return the books promptly.

   d) For those individuals who come to borrow directly from CREA, a form is being developed which will provide more control over direct borrowing.

   e) A card is now prepared on each individual who now borrows from CREA. The card contains the person's name, address and telephone number and items borrowed. Thus, there will be a double check on items loaned.

   f) Whenever an item is overdue, a form letter will be sent to the borrower requesting return of borrowed items. If there is no response, the borrower will be called.

   g) There is a limit of five items any one person may have at any given time. If a person requests items and already has five items out, the person will be notified that he or she will not be sent more items until the already borrowed items are returned.

7. When an item is returned to CREA, it will be processed as follows:

   a) The borrower's loan card will be pulled from the file and the date of return stamped next to the item borrowed.

   b) The master loan card will then be pulled and a date of return stamped next to the borrowers name.

   c) The waiting list will be checked and if no one is waiting for the item, the loan care will be returned to the master loan file. If someone is waiting for the item, it will then be processed as a loan.

8. Each month the number of items requested, the number of items loaned, and the number of individuals on the waiting list will be counted.

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Clearinghouse: Resources for Educators of Adults

Evaluation Report on the Effectiveness of the *Federal Register Review*

Alexander N. Charters
Edward G. Gschwender

August, 1979

Problem Statement: The Federal Register Review is a weekly publication produced by the Clearinghouse of Resources for Educators of Adults (CREA), a federally funded 309 (now 310) project under the 1966 Adult Education Act as amended. The Review summarizes all information relating to adult education which appears in the daily Federal Register. The Review is mailed, free of charge, to New York State Educators of Adults who request their name be placed on the mailing list. Begun in 1977, the Review was designed to provide a vehicle to save educators of audlts time and energy in acquiring information about federal requests for proposals, rules, regulations, and meetings. In addition, it was hoped that the Review would serve as an impetus in promoting awareness among educators of adults and in stimulating their involvement in activities proposed or sponsored by the Federal government.

During the course of its publishing history, CREA staff were concerned with the effectiveness of the Review: how effective was the Review, how was it being used; and what, if any, changes could be made to make the Review more effective? The belief was that the Review was an effective vehicle for informing educators of adults and promoting their participation in federally sponsored programs and activities but no qualitative or quantitative data existed to prove or disprove their opinion.

Therefore in the spring of 1979, it was decided to conduct an evaluation of the Review. The purpose of the research was to acquire descriptive data on the effectiveness of the Review.

Instrumentation: In March 1979, a questionnaire was developed by Dr. Alexander Charters, Project Director, and Edward Gschwender, Special Assistant to the Project Director. It was reviewed for clarity, readability, and completeness by staff members of the New York State Department of Education, Division of Continuing Education, and other staff members of CREA and the Adult Education Area at Syracuse University.

Questions raised in the questionnaire were broken into four main areas (See Appendix A):

1) User satisfaction with the Review
2) Effectiveness of CREA service
3) Uses of the Review
4) Funding generated by the Review

In addition, the questionnaire was designed so participants could respond to it quickly.

Population: Because the total number of subscribers (136) was accessible, all subscribers were included in the population to be sent questionnaires.

Data Collection: The evaluation questionnaire was mailed to 136 subscribers of the Review on March 21, 1979, and a formal request for their response was included in the March 21 issue of the Review (See Appendix B). Included as well was a stamped, addressed envelope to CREA so forms could be easily returned. 58 responses were received from this initial request.

In the May 9th issue of the Review a second requests was made to those subscribers who had not responded. Included was a second copy of the evaluation questionnaire. 26 responses were received from this second mailing.

On May 24, a third request was mailed to non-responders. Included was a third copy of the evaluation questionnaire. 6 responses were received from this mailing. Those individuals who did not respond to the questionnaire or who did not indicate they would like to remain on the mailing list were subsequently removed from the Review subscription list. They had been notified this action would be taken in the May 24 notice.

Results: Total number of responses was 90, which is a 66.17% response rate. It was further determined that at least 8 of the non-respondents had moved out of state and/or had acquired new positions in which the information provided in the Review was not as applicable. Thus, the evaluation enabled CREA to remove the names of individuals who no longer wished to receive the Review from the mailing list, which was subsequently updated.

The responses to each question were as follows:

1) Do you wish to continue to receive the Federal Register Review?

Yes 86 No 4

Of those who responded no, 1 stated the information contained in the Review was not applicable, and had too much time delay; 1 stated they were already getting the same information from other sources, 1 stated members of his staff were receiving it and saw no need for duplication of services, 1 gave no reason.

2) The Review is published a minimum of two times a month. Have you been receiving the Review on a regular basis?

Yes 89 No 1

3) Have you been satisfied with the general structure and format of the Review?

Yes 85 No 2 No response 3

Of the two "no" respondents, 1 stated that the print was too small and that the Review was difficult to follow; 1 stated that there was too great a delay between the RFP's and the time they were notified in the Review.

4) What do you find useful about the Review (please check)

a) information about meetings 20
b) information about rules and regulations 54
c) general information 58
d) information about other funding sources 76
e) other 1 (lists of books to borrow)
f) no response 4

5) How have you used the Review?

a) share with staff members

Yes 75 No 8 No Response 7

b) as a source to identify funding agencies

Yes 74 No 12 No Response 4

b. 1) Have you written a grant proposal based on notification of available funding in the Review?

Yes 31 No 51 No Response 8

b. 2) If so, in what area?

The areas in which people wrote proposals varied greatly. The following is a list of the areas in which proposals were written and submitted. In some cases, organizations have written more than one proposal.

Community Education - 9
CETA
Right to Read
Talent Search
Postsecondary Education - 2
Community Services
HEA I
Education of Mentally Retarded
Aging
ABE
ESL
Consumer Education
Education
Education of Visually Imparied
Higher Education
Child Abuse
Health Vouchering
Youth Programs
Continuing Education
Title LV C
Title I
Handicapped
ESAA - Integration
FIPSE
Adult Learning
Instructional T.V.
Bilingual
GED
NIE - English Language
Telecommunications

b. 3) Has the proposal been funded?

Yes 6 No 12 Pending 9 No Response 4

b. 4) If so, for how much?

The 6 organizations which were funded, submitted a total of 11 proposals. Of those, the following were funded:

1) Salmon River Central School District Fort Covington, NY 12937	Bilingual Education GED	$234,000
2) Lackawanna City School District 500 Marten Rd. Lackawanna, NY 14218	Education	$500,000
	ESAA Integration	$223,000
	VIB Handicapped	$117,000

3) Board of Education Office Fulton, New York 13069	ABE & ESL	$7,500
N.Y.S. Department of Education	Title IV C Title I C	$7,500 $254,000
Roosevelt School District 10 West Pennywood Ave. Roosevelt, New York 11575	ESEA and E.D.A.	$3,000,000

The total amount of funding brought into New York State by these organizations totals $4,343,000.

Of the proposals written, the following are currently pending:

NIE - English Language Assessment and Diagnosis through competencies
Community Services
Education of Visually Impaired
H EA I
Education of Mentally Retarded
Child Abuse
Health Vouchering
Continuing Education
Community Education
FIPSE
Postsecondary Education
Adult Learning

c. Other: Individuals use the Review to follow trends, to share with their colleagues, and to check against other information sources.

6) In what ways could the Review be made more useful to you? (Strengths - Weaknesses - Suggestions)

32 respondents addressed this question. Comments and suggestions varied greatly. Of the 30 respondents, 14 complimented CREA on the usefulness and quality of the Review; 4 stated that they felt there was not enough lead time between the time they received the Review and when an RFP was due; 3 wanted more information in specific areas such as: early childhood, parenting, teen programs, vocational and mental health; 7 suggested the development of a guide, index, or descriptive subject heading for items in review classified according to type of funding and funding sources; 3 stated that the items in the Review did not always relate to adult education, and 1 felt the printing is too small.

Conclusions

1) From the results of the questionnaire it was determined that subscribers are satisfied with the Review as attested to by their desire to continue to receive it (95.5%), and by their statements that they are satisfied with the Review (94.4%). Thus, it was concluded that CREA is effectively serving its clients.

2) In 97.7% of all cases, subscribers are receiving the Review on a regular basis. Thus it was concluded that CREA is effective in serving its subscribers through the processing system now established.

3) There were a number of comments and suggestions on how the Review could be improved. Actions taken in regard to those comments are included in the following section.

4) It was found that the Review is used in a number of different ways and circulated to more persons than the mailing list would indicate (83.3% stated that they share the Review with their staff)

5) The major use of the Federal Register is the identification of funding sources (82.2%). 34.4% of the respondents stated that they had written proposals for funding based on notification in the Review. Those who wrote proposals wrote a total of 39 proposals in a number of different areas. Of the 39 proposals written, 8 were funded for a total of $4,343,000. All the proposals written were based on initial notification in the Review. Thus, it was concluded that CREA was effective in providing information to educators of adults and making a contribution to the overall educational enterprise in the state of New York.

Actions Taken in Response to the Evaluation

Based upon the results of the evaluation the following actions have been taken or will be taken:

A. The preparation of an evaluation report based on data received from subscribers.

B. The removal of names from the mailing list of those respondents who either requested their names be removed or did not respond to the evaluation questionnaire. (In requests for information, it was stated that it would be assumed that non-respondents no longer wished to remain on the mailing list).

C. Since over $4,000,000 was generated by educators of adults based on notification of funding availability in the Review, it was concluded that the Review is serving a useful function and will be continued.

D. Attempts will be undertaken to develop a classification system to make items in the Review more easily identifiable.

E. Attempts will be made to speed the turnaround time between the preparation of the Review and when it is sent out to subscribers.

F. Attempts will be made to be more thorough in coverage of such specific areas as mental health, teen programs, parenting, and early childhood when possible. The primary focus of the Review will, however, remain directed at adult education.

G. Since items which appear in the Review are copied directly from the Federal Register Review and Commerce Business Daily, staff have very little control over print size and quality. Attempts will be made to provide the best quality print in CREA reproduction efforts.

Appendix I

To Our Readers: Will you please respond to the questionnaire below so that we can improve the Review's usefulness to you. Thank you.

Name____

Address______________________________________

1) Do you wish to continue to receive the Federal Register Review?

Yes______ No______

2) The Review is published a minimum of two times a month. Have you been receiving the Review on a regular basis?

Yes______ No______

3) Have you been satisfied with the general structure and format of the Review?

Yes______ No______

4) What do you find useful about the Review? (please check)

a) information about meetings______

b) information about rules and regulations______

c) general information______

d) information about funding sources______

e) other______

5) How have you used the Review?

a) share with staff members Yes______ No______

b) as a source to identify funding agencies Yes______ No______

1) Have you written a grant proposal based on notification of available funding provided in the Review?

Yes______ No______

2) If so, in what area?____________________________________

3) Has the proposal been funded? Yes______ No______

4) If so, for how much?

c) Other____

6) In what ways could the Review be made more useful to you? (Strengths - Weaknesses - Suggestions)

March 12, 1979

Appendix IX

CREA

FEDERAL REGISTER REVIEW

A WEEKLY SUMMARY OF FEDERAL REGISTER ANNOUNCEMENTS

Vol. 2 Number 24

March 21, 1979

In this issue of the Federal Register Review, we have included an evaluation form so that we may determine the Review's usefulness to you, and, based on your suggestions, make any changes which will improve the Review's usefulness to you. Please fill out the attached form and return it to CREA. We have included a stamped, addressed envelope in order to facilitate this process. Thank you for your cooperation.

[4110-02-M]

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

NATIONAL DEFENSE STUDENT LOAN PROGRAM AND NATIONAL DIRECT STUDENT LOAN PROGRAM

Cancellation of Loan for Teaching Service

List of schools determined to have a high concentration of students from low-income families; list of schools in which the enrollment of students from low-income families exceeds thirty percent of the total enrollment of students.

DEFENSE LOANS

Borrowers under the National Defense Student Loan Program may cancel the entire amount of their loan if they teach full-time in one of the schools listed. For each complete year of full-time teaching a borrower may cancel 15 percent of his or her loan.

The procedures used for selecting schools are decribed in the National Defense Student Loan Program regulations (45 CFR 144.53).

The Commissioner has determined that for the 1978-79 and 1979-80 academic years teaching service in the schools set forth below qualify for cancellation in accordance with the above provision.

DIRECT LOANS

Borrowers under the National Direct Student Loan Program may cancel the entire amount of their loan if they teach full-time in one of the schools listed. For the first two complete years of full-time teaching, the cancellation rate is 15 percent; for the third and fourth complete year of full-time teaching, the cancellation rate is 20 percent; for the fifth complete year, the cancellation rate is 30 percent.

The procedures used for selecting schools are described in the National Direct Student Loan Program regulations (45 CFR 144.54).

The Commissioner has determined that for the 1978-79 and 1979-1980 academic years teaching service in the schools set forth below qualify for cancellation in accordance with the above provision.

The school lists appear in alphabetical order by State. The entries for American Samoa, Commonwealth of the Northern Marianas Islands, Guam, Puerto Rico, the Trust Territory of the Pacific Islands and the Virgin Islands appear following the list for the State of Wyoming. The District of Columbia is included in the alphabetical sequence.

Inquiries concerning these lists may be made to the appropriate State educational agency or to the Campus and State Grants Branch, Division of Program Operations, Bureau of Student Financial Assistance, U.S. Office of Education, Washington, D.C. 20202.

Dated: March 5, 1979

(Catalog of Federal Domestic Assistance Number 13.470: Higher Education—National Defense/Direct Student Loan Cancellations)

ERNEST L. BOYER,
U.S. Commissioner of Education.

[4110-85-M]

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Public Health Service

[42 CFR Part 59]

GRANTS FOR ADOLESCENT PREGNANCY PREVENTION AND SERVICES PROJECTS

AGENCY: Public Health Service, HEW.

ACTION: Proposed rules.

SUMMARY: This notice proposed rules for grants for the establishment of projects to provide needed comprehensive community services to assist in preventing unwanted pregnancies among adolescents and to assist pregnant adolescents and adolescent parents to obtain needed health, social, educational, and other services. The rules are needed in order to implement the grant program recently enacted by Title VI of Pub. L. 95-626.

DATES: Comments must be received on or before May 11, 1979.

ADDRESS: Written comments should be sent to Dr. Lulu Mae Nix, Director, Office of Adolescent Pregnancy Programs, Office of the Assistant Secretary for Health, HEW, Room 725-H, 200 Independence Avenue, S.W., Washington, D.C. 20201.

FOR FURTHER INFORMATION CONTACT:

Dr. Lulu Mae Nix, 202-472-9093.

Both: F.R. 3-12-79